

M A R Y
MAR 27 1897 *

THE SCHOOL JOURNAL

NEW YORK AND CHICAGO.

THIS NUMBER.

VOLUME LIV., No. 13.
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THE SCHOOL JOURNAL

A Weekly Journal of Education.

Vol. LIV.

For the Week Ending March 27.

No. 13

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The business department of THE JOURNAL is on another page.

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Home Training.

By James M. Greenwood.

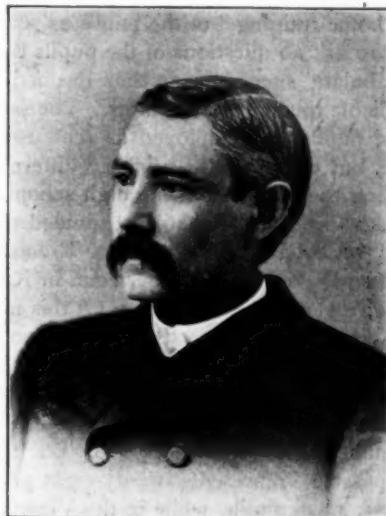
Education is a very complex process, owing to the multiplicity of factors entering into it. To many it appears quite simple; namely, to hold the schools entirely responsible for the conduct of the child whether he is in school, on the street or at home. A little clear thinking will enable any one to see in the play of forces which go to form a human character, many subtle influences, not to mention heredity, and, perhaps, other forms of human agency that cannot be readily accounted for. Neither is it safe to run back very far along the line of family ancestors in search of causes, which, if found, do not explain satisfactorily either normal or abnormal development.

For common purposes the influences which are most potent in molding character may be classified as follows:—1, the home; 2, the school; 3, the church; 4, the society; 5, plus whatever heredity contributes.

Teachers study the parents and parental influences largely through the children, and yet in this line of inductive study a large element of caution must always be involved. The child may drop back a generation or two, and not represent correctly the strongest inherent traits of either father or mother. A modifying influence may enter at once, forming peculiar personal characteristics. This is frequently the case with one or two generations. But in general, the child is a fairly good coefficient of the "home training." Since the parents are supposed to have direct control of their offspring at least five-sixths of the time, it is only reasonable to conclude that the "home training" is responsible for at least that much of the child's character. The remainder of the time must be split up between the school, the church, and other associations.

The school is essentially a place for work, and for the inculcation of good habits. It is designed to touch the child on the three sides of his nature; the intellect, the emotions, and the will. American education lays great stress on the will, because it is the self-governing power, and our whole theory of government is based upon individual self-control. The citizen must be able to control himself, and be subject to law. He is further fashioned on the side of his moral nature

through his emotions, affections, and desires. He is taught to respect the rights of others, their privileges, duties, and responsibilities. Here, too, is spread out before the child all those nobler traits of character which the good value most highly. Added to these are those intellectual achievements which come from the study of books and contact with the practical affairs of life. As another has forcibly expressed it: "Man possesses the power to know, the power to do, and the power to feel. The highest mode of man as a power to know is *science*; the highest mode of man as a power to do is *government*; and the highest mode of man as a power to feel is *religion*. To know the world, to wield the world, to experience the infinite satisfaction that comes from doing good in the world; these combined form the truest types of human greatness."



J. M. GREENWOOD, Superintendent of Schools, Kansas City, Mo.

A great mass of literature has been published in this country on the subject of home and school training, but no one has done much in the way of tracing out the values relatively of these two forces, and how much ought to be credited to the one or the other. They are not quantitative elements, and they cannot be compared except relatively. The first person to attack this problem somewhat scientifically was Mr. Franz Schoberle, Vienna, Austria. He made a three-fold classification of 9,000 Viennese school children, according to their "home training." He grouped society into three classes: 1. The upper class; 2, the middle class; 3, the lower class. Next he divided all the children into four classes: 1, Those who did right according to moral principles; 2, those who were mostly passive; 3, those who were *on-sided*; 4, those who were *bad*.

Mr. Schoberle under the first group placed 1,080

children; under the second, 4,500 children; under the third, 2,250 children; and under the fourth, 1,170 children. His upper class furnished only 675 children, the middle class 2,475 children, and the lower class 5,850 children.

He found that some parents in all three classes endeavored to educate their children conscientiously, and with a definite purpose in view as to moral principles, such as simplicity in appearance, word, and action, respect for others, sense of order and law, honesty, truthfulness, and uprightness. He found these children well trained in obedience and imbued with a sense of firmness and justice.

In the second class of children the parents were chiefly passive in their duties toward education. They let their children "go."

Under the head of "One-sided Children" were those in whom some important educational factor is wanting; lack of respect for one's own person or respect for others; generally untruthful, deceitful, and unscrupulous.

The fourth class, "bad." Their training and conduct violate every ethical principle. Often have apparently no clear conception of the rights of others. Such then, in brief, is the classification by this distinguished foreigner.

Some three weeks ago I requested the principals of the ward schools to collect such information concerning the "home training" of the pupils as seemed pertinent, but to ask no questions of the pupils themselves; only to tabulate such data as they deemed approximately reliable touching this matter. The same classification of pupils was employed as that used by Mr. Schoberle, but with results strikingly different.

Excluding the pupils from the high school, the total number classified here was 16,990, divided as follows: 9,531 had received "home training" according to moral principles, or fifty-eight per cent. in Kansas City against twelve per cent. in Vienna. Of this number the first class contributed 2,284; the second, 5,900; and the third, 1,304. This indicates a moral level almost five times higher among the parents of this city than that reported from Vienna.

The number of children grouped by our teachers as "mostly passive" represents twenty-eight per cent., or in numbers, 4,826 pupils, while in the Vienna statistics the number is fifty per cent. or one-half.

The "one-sided" represents eleven per cent. in this district against twenty-five per cent. in Vienna.

The report here also shows 807 pupils classed as "bad," or nearly five per cent. against thirteen per cent. there. The upper class furnished 37 to this group; the middle class, 311; and the lower class, 459. Cleavage in European society is very much more sharply drawn than in this country, and the statistics here viewed comparatively, are decidedly in favor of Kansas City. That is, a very much larger majority of American parents endeavor to train their children properly.

Admitting that 400 "bad" pupils have been enrolled in school this year, the situation is serious enough to touch and quicken the public conscience.

Society, however we may divide it, furnishes the soil out of which criminals grow, and out of which criminality flourishes. Each stratum produces its own crop,

but some are certainly more fertile than others. If out of 17,000 children now in the ward schools there are 400 that are really "bad," then the matter requires immediate attention. It is well known by teachers that two "bad boys" in a room will cause more trouble and annoyance than the other forty-eight obedient, dutiful, studious children, and so it is, that a few unprincipled scamps in any community will create more disturbance than 500 or 1,000 law-abiding citizens.

Since confirmed criminals are seldom reformed, it is a serious problem to know what remedy to apply to these children. One solution that has been tried in a few cities is, to have a separate school for such pupils, and place them in it till they show that they can be grouped with the well disposed. As a matter of fact, the uncontrolled children soon drift into the street, and then from bad to worse. This class is the recruiting field for the criminal ranks of this country. The step initiated by the legislature, to take children from criminal or vicious parents, is a move in the right direction, if it is not hedged about with too many legal restrictions. Whether a "detention school," such as I have referred to, and ventured to suggest, would be an effective solution of the question, I am not prepared to say. With proper legislation to enforce its demands, I believe it would be the means of diminishing this class one-half.

Kansas City, Mo.

J. M. Greenwood.

Society and the New Education.

By J. K. Ellwood.

The powerful steed hitched to a buggy, although abundantly able to break away and obtain his freedom, may be driven anywhere by a child. This instance of power, without a knowledge of it, has a counterpart in society, which has a vast power for good through education, but seems unaware of the possibilities—at least fails to realize them all.

Society is here, regulating itself in a more or less haphazard way, by legislation, wise and unwise, which is sometimes a response to just, social, and economic demands, but too often a response to the unjust demands of individuals and cliques having great financial or political influence. As a result, we are in the midst of serious conditions, which not only tend to multiply themselves, but breed unsound remedial theories. In spite of our boasted patriotism, our judiciary systems, our educational and religious influences, crime is on the increase. Fifty years ago there was one criminal in 3,500 of population; now there is one in 400, or about 9 in 3,500—an amazing increase. Under present conditions, there is one convict in every 700, from which it appears that about 40 per cent. of the criminals are not convicted, but are turned loose upon society, to increase crime and multiply criminals.

These statements are founded upon statistics, which give only arrests and convictions, not the total violations of law. Those not apprehended, it seems safe to say, outnumber those arrested. In metropolitan centers there is one criminal in less than 300 of population, in addition to those who are "innocent," because not caught. Moreover, a feeling of unrest is prevalent throughout the land. The demon of discontent is

abroad. Of this the recent national campaign furnished abundant evidence. The dissatisfaction of six million American citizens is a plain indication of existing social wrongs, convincing evidence that individual life is not properly adjusted to social life, one result being the reducing to lower and lower levels of the social and moral ideals of large classes of people. Among the numerous illustrations of this is the dual code of morals held by the vagabond class, which includes large numbers of active and retired criminals. The old saying, that "there is honor among thieves," is no myth; it is the simple truth, so far as their dealings with each other are concerned. The criminal tramp, in his "hang-out," would no more deal unfairly with his fellow-craftsman than would one bank president with another; but the wealth of the world at large he looks upon as legitimate plunder. His attitude toward society is wrong. His business policy is to *take* all he can from society; to avoid arrest if possible; to escape conviction if caught; to serve out his sentence without whimpering, if found guilty. It is one of "take," and —pay if you "must," but not in kind.

The improvement and increasing use of complex machinery, and the consequent entrance of women into fields formerly occupied by men alone, is a new condition to which society must adjust itself. There has been an absolute, if not a relative, increase of poverty, and the very poor tend to congregate in large masses in the cities, where, influence, by want, idleness, filth, and evil companionship, they remain a constant menace to right social life and growth. Another ominous fact is the tendency among our highly civilized to cease obeying the command to "multiply and replenish the earth," while the lower classes, the ignorant and the base, multiply with sufficient rapidity to justify the doctrine of Malthus. Must society not admit the correctness of this partial diagnosis?

The remedy is in the hands of society. Agitation, discussion, intrigue, leadership, criminization, and recrimination—these may result in better laws and regulations, or in worse. Just laws and penalties are not causes of permanent progress—they are rather indicative of the stage to which civilization has advanced. Lasting social progress and reform must proceed from the people, through their individual and social ideals. Proper social life is impossible if the individual character is not strong and good; and the highest character—the genuine basis of right living—is not attainable when social life is wrong.

The school is the place where individuals should be adjusted to social activity; where the life should grow gradually out of the home life, pass through a simplified and toward the complex social life; where "life is real, life is earnest" to the child; where the formation of right character should be the paramount purpose; where children should be trained as individuals, and as members of society—as participators in a proper social life. This school is not a place in which to prepare for life; it is a place for living; a place where proper social living is experienced; where right social growth forms right social life. Education, therefore, is a mighty power, which society can wield to improve, and perpetuate itself, and through which its purposes can be fixed and formulated, its resources known and organized, and its desired intellectual, ethical, and social

ends economically sought, and eventually secured.

In this school, with extended aims, both the matter and the method of work will be determined with reference to the home life of children, and to their careers after leaving school. Children will be trained not only to know, but also and especially to be and to do. The aim of the old education was chiefly to make the individual strong intellectually, the method too much like that of the sausage maker. True, pupils acquired the necessary conventional arts of reading and writing, the elements of arithmetic and geography, and a degree of mental discipline, but these attainments were too largely used for school purposes—they did not sufficiently serve as an incentive to reading, study, and investigation outside of school, or properly influence the family at home; nor were they usually applied to the solution of the problems of industrial and social life. In most cases, therefore, their full value was never reaped. The goddess of the new education, however, will stretch out one hand to the home, stimulating intellectual and social growth, and the other to the field of practical life after school days, inciting to continued study and observation, adjusting individual to social activity, assisting in the solution of practical problems, and ever directing away from the sloughs of inactivity, helplessness, toward the higher regions of usefulness and directive power.

Entirely too many have settled down into ruts of indifference. "What is every one's business is nobody's business," and the few, ambitious and energetic, soon assume control, and direct affairs, while the many allow themselves to sink into a state of lethargy—to become mere drudges. This is a condition to be expected in an absolute monarchy, but impossible in an ideal republic. The new education will aim to remedy this; it will strive to inspire every boy, not with the unwholesome ambition to become president, or a "boss," but with a determination to do the best in his power for the common good(which includes his own) in whatever station he may occupy; it will aim to secure intellectual and ethical growth in the homes from which the pupils come, as well as in those which they will eventually establish; it will endeavor to adjust individual activity to industrial and political activities, and thus benefit both pupil and society.

It is important that the greatest possible percentage of our people be lifted out of the ruts into the realms of household and political economy, history, politics, sociology, physical, and other science, and the fine arts,

For this purpose the most potent lever is the best literature, "the profound and noble application of ideas to life." The amount of ethical and intellectual growth and culture possible through the instrumentalities of proper reading matter—which includes proper novels—in the home and the school is great beyond estimation, and its realization through the new education is indeed a "consummation devoutly to be wished."

The future is full of hope. We have already passed through much educational darkness; the twilight is now here; sunrise is sure to come. Already there is a bright gleam from below the horizon, in the form of school libraries, more home reading, and a growing tendency to educate both children and parents through inspiring and stimulating literature.

But there is a cloud in sight. Society does not seem to be aware of the limitless possibilities within its reach, or, if so, to recognize the consequent obligations. That it be awakened to a realizing sense of what it can accomplish through education is of the utmost importance. Every effort should be made to interest society in the school as the chief hope of right social life.

When society once recognizes the tremendous and far-reaching consequences possible through right education, what a change there will be—what rivers of gold, what oceans of time, attention, and interest will be devoted to the cause! Why? Because society is aware of existing *danger*, which it would give millions to avert. Hon. Theodore Roosevelt, in the January "Forum" says "That there is grave reason for some of Mr. Adams' melancholy forebodings, no serious student of the times, no sociologist or reformer, and no practical politician, who is interested in more than monetary success, will deny. * * * There is no use in blinding ourselves to certain of the tendencies and results of our high-pressure civilization. Some very ominous facts have become more and more apparent during the present century." And such is the trend of intelligent opinion.

It only remains, therefore, to convince society that it has in education potent and adequate means to prevent the decay of civilization, to form a new and better social life, and then, with resolute and confident hearts, join society in working out, through the schools, the great problem of social progress, of advancing civilization.

Pittsburg, Pa.

Literature as a Personal Resource.

(Notes of a lecture delivered by Mr. Hamilton W. Mable, of the "Outlook" in the Cleveland Teachers' Lecture Course.)

Reported by Clara Genella Tagg.

Someone may ask why a man should talk on this theme? The world is so full of suffering, the people are so burdened by their very existence, so wrapped up in the base and sordid, this is all too true. But if I did not believe that in literature is that which nourishes and stimulates, I would not be here to waste your time. If there be any fountain of life to be unsealed, any great storehouse of strength to be unlocked, this is the time.

It is not true that there is more suffering and more sorrow than ever before. But a consciousness of the burden has come to men as never before. A world-consciousness has fallen upon the race.

Any man who would grapple with the sorrow and sin of the world needs a life full of a power greater than the evil.

I want to speak to you of that power in a book, which is the very essence of the book, and which may be born in the reader. It may seem an impertinence to speak for Homer, or Marcus Aurelius, or Epictetus, or Date, or Shakespeare, or Tennyson, or Browning. It were an impertinence to speak for them, if, in our hurrying lives, we allowed them to speak for themselves.

The essence of a book was never better put than by Milton: "A good book is the precious life-blood of a master spirit." There is no greater mistake than to think any great book is born of any man—it is born out of the heart of the race. The skilful man hears the heart-throb of the race, and makes it articulate. The poet of an epic-poem is the race.

Beneath genius, beauty, power, the deepest thing is heart-power. In a library-alcove devoted to the 14th and 15th centuries, I saw the books of the schoolmen. As I surveyed them, row after row, a sadness stole over me, for only two or three names would be recognized as familiar. But in that same library I found a tiny duodecimo—a piece of immortality that has been the stay, the helper, the sustainer of men as no other book save the Bible. It was Thomas a Kempis. Why has this tiny bark come safely down the stream of time when men-of-war have been wrecked? Knowledge, however perfect, has its day, and passes away; this had a man's life throbbing in it, and will be read forever.

One thing only can give life, and that is life itself.

The most thrilling moments in life are those when life passes from a man's masterpiece into the life of a people. What is it in the Scotch race that gives them such imagination—that makes the island bloom with poetry and romance? Compare Scotch ballads with English ballads, and note the difference. The reason is that the intellectual life of Scotland has been deepened by the poetry and power of the Old Testament. Goethe tells us the impression made upon him by Shakespeare:

He says he felt as if he had been turning the leaves of the book of fate, and could hear the hurricane tossing them to and fro.

There are several ways in which literature conveys to us its wonderful vitality. One of the first things we lose is freshness of feeling. It passes with our youth. Old age need not be the barren tree, from which all leaves have been stripped—it need not be, unless we let it be. In every great man the spirit of youth always remains. He keeps to the end the joy and zest of activity. This freshness of feeling lends enchantment to so many people, makes their conversation inspiring, gives charm to their writings. This is the secret of Corot's landscapes. It was the characteristic of Homer. It is prominent in Gladstone. (When his first book was making fame for him, a friend wrote that he feared Gladstone lacked *versatility* and *physical endurance*.)

Great literature is the reservoir of this freshness. It is especially the characteristic of the Greek literature.

If I had my way I would make every man and woman read the Iliad and Odyssey once a year. It would be an excellent tonic. We need it to-day when too many of our books have come from the hospital and the mad-house. There is nothing big enough to cover the Odyssey but the sky.

You cannot have this freshness and joy unless you have a deep soil. You cannot have a great head until you have a great unified experience under it. We are too apt to rate men by their versatility. If we were not half so smart, we would be more able. Power does not lie in agility. I sincerely wish that for the next twenty-five years we might not have a single smart boy or girl in our schools, but that we might have a host of pupils who had learned how to dig, and to achieve, by dint of hard work. Great truths are not born in the brain. They come into this world through the nature of men and women, hard pressed by the realities of life. The things by which we live came into the world down deeper than the intellect. The noblest things in us are born out of the depths. Great things are done as play; that is, they are spontaneous; they are a divine overflowing of divine fullness. A young lady once asked Victor Hugo if it was hard for him to write. He replied, "Mademoiselle, it is either *easy* or *impossible*." Five men in Boston were talking on literary matters one day, and one said to Oliver Wendell Holmes, "Can you tell how you wrote The Chambered Nautilus?" He answered, "I can tell you how I write verse, but I cannot tell you how I write poetry." Great things are the things of the spirit.

A great service of books is the renewal of our *idealism*. This word has been much abused, and the thing discredited. Idealism will never perish until you take imagination by the roots and pull it out. The ideal is the only real thing in the world. It is that for which we are living, if we are living decently; it is the salvation of any society. What makes a country great is not what you can measure or weigh. Who cares for Carthage? Every one cares for Jerusalem and Athens. The ideal is the end of every profession—the soul of society.

Literature is the custodian of the ideal; so that Rosalind stands for freedom; Penelope for fidelity; Anna Karenina, for woman outraged and uncrowned; Lancelot for courtesy; Galahad for purity; Col. Newcomb for the gentleman. Great books give us those immortal interpretations, which are our refuge when the dust of the road overwhelms us, and hides the stars.

Physiology and Hygiene.

Care of the Eyes, Teeth, and Hair.

In a lecture upon this subject, delivered before the members of the Brooklyn Institute, Mrs. Etta Morse Hudders gave the following valuable suggestions, which may be used as material for health-talks to pupils and in mothers' meetings. Many of them will be found of direct interest to the readers themselves:

"The construction of the eyes is marvelous, and, although we hear constantly of their delicacy, they possess a wonderful ability to resist injury. The eyebrow, eyelash, and lid, all help to protect the eyes, and the most serious injury we suffer is usually from lack of proper care.

THE EYES OF INFANTS.

"Physiological investigations have proved that the new-born child is deficient in power of the different senses, and continues so for the first year of his life. It is at first almost deaf, has very little sense of taste, and is almost blind, but we should see that the little one is properly protected. The eyes of a new-born child should be properly cleansed, and should be carefully examined, to see that there is no trouble with the lid.

"Great care should be taken in exposing the child's eyes to the light; see that the light does not shine directly in its eyes as it lies in the lap. The light shining into the child's eyes when it is in the baby-carriage not only affects the eyes, but the nerves. The cover of the umbrella to the carriage should be dark, and it is better to have the light reach the eyes from the side rather than from above. The care of the eyes is particularly important during this first year of life. Do not hold things too near the eyes of the child. This is a cruelty to which many children are subjected. Bright colors are all very well at a distance, but do not dangle a bright-colored object directly in front of the eyes.

OVER-TAXING OF EYES AND RESULTS OF FATIGUE.

"The greatest danger to the adult eye comes from over-straining and over-taxing, and continued use of the eyes without change of position or focus. Our eyes are always working, and how often does it occur to us to give them a rest? We may be merely thinking, and our thoughts are miles away, but in the meantime our eyes are wandering, and, unconsciously, taking in the scenes around. The eyes should be closed occasionally for rest. Rest them in this way, in the cars, instead of studying the people, and the advertisements on the walls. We may look like automatons, but we shall be benefited by the effort. When tired and worn out, close the eyes for a few moments, and see how rested you will feel.

"We go to an art gallery, and think we are tired from so much walking. But we are mentally tired, and our eyes are tired from being kept in a strained position. A beginning of trouble with the eyes is to be found frequently in the school-rooms, where the blackboards are in such a position that the eyes are strained to see them, or where the light is not right. We need occasionally a change of the focus of the eye. In reading, drop the book occasionally, and fix the eyes upon the most distant object in the room.

"If trouble with the eyes is suspected, an oculist should be consulted. I do not advise an optician, for they are not all competent. It is unfortunate that the practice of selling optical goods is becoming so common. You go into a store nowadays and see some one come in and pick up a pair of glasses, try them on, remark that they will do, and buy them for a bargain, as he would a piece of dress goods.

"Another thing bad for the eyes is reading fine print. I think we should throw all books in fine type back upon the publishers. There is no excuse for them, and even strong eyes are injured. Persistent headaches, which nothing will cure, are frequently due to an affection of the eyes. They will affect the stomach, and have even been known to cause epilepsy. A person who cannot look at views on the stage without a feeling of sickness may be sure of some trouble with the eyes.

TREATMENT OF THE EYES.

"A massage of the face just above the eyes, bringing the fingers around and up over the nose again, is restful after fatigue of the eyes. Hot water cannot be equaled as a remedial agent when there is pain or fatigue. Commence with the water warm, and gradually increase the temperature. Laying linen cloths, wet in hot water, across the eyes is good. After a little rest, bathe them again in cold water. A rotation at the temples stimulates the nerves. Never press the eyeballs. There is a tendency of the eyeballs to flatten as we grow older.

"For a foreign substance in the eye, do not rub; nothing is more disastrous. Draw the lid down over the under lash. If anything remains, have some one roll the lid up over a lead-pencil. It may be a little painful, if the person who undertakes the task is not skilful. There is really no danger in the process, but it is better to go and have a foreign substance, which does not come out easily, removed properly.

"It is well to wash out the eyes every day. To do that, open them and put the face down into a bowl of water. If the muscles of the eyes are weak, a little salt-water bathing is good. Tears are very wholesome. By means of them, nature washes out the eyes; but beware of persistent grief. Persistent tears produce permanent injury to the eyelids. Ordinarily, tears are a good thing; they relieve the feelings, and the mind, and do not hurt the eyes.

"A linen cloth, wet in rose water, or witch-hazel, and laid across the eyes upon going to bed, is beneficial when they are much inflamed. This may be done for a week. Borax may be used in place of the acid for a bath for the eyes if desired. Some troubles of the eyes come from a fatty degeneration of the tissues. In this case starchy food should be avoided. It is said that the colored people, as a race, have good teeth, but poor eyes, and because they live largely upon starchy food.

CARE OF THE TEETH.

"The health of the body depends largely upon the condition of the teeth. The care of the first teeth is important, for upon them depends largely the health of the second teeth. Nature uses the first teeth for the nutrition of the second, and she will not use bad material. We find when a first tooth comes out that there is no root. Nature has absorbed the root of the first tooth for the second. No child of eight years should lose a tooth. People ask if first teeth should be filled. They certainly should be. Diet and exercise are most important for the teeth. Children improperly nourished, have poor teeth. When the permanent teeth come we see the effect of improper diet.

"It is a bad practice to persist too long in a liquid diet for children. They should begin to use their teeth as soon as possible. Give children their food as dry as possible. To give them everything dipped in milk is inimical to the teeth. Where animals have their food cut for them, and have no bones to gnaw, they lose their teeth.

"Scrupulous cleanliness of the teeth is necessary. Brush the teeth up and down, and not across, and carefully brush inside. I am rather in doubt about the use of a toothpick. If it is hard it is liable to do injury, and if it is soft, it may break off in the teeth. The use of a waxed silk thread is more satisfactory. A toothbrush should never be used when the bristles begin to drop out. Serious injury to the lungs has sometimes been caused by these bristles, which have been swallowed.

"Inflammation of the gums, caused by a collection of tartar on the teeth, makes the gums to recede, and astringents are needed, but they should be used only occasionally. Beware of charcoal and pumice-stone for the teeth, and go to the dentist when spots are found. When the enamel on the teeth has been destroyed it cannot be replaced, but the structure of the teeth can be improved.

"Never use a tooth powder of which you know nothing. Ask your dentist before using it. Here is a simple powder, which can be made at home, and which has been recommended to me by a great many dentists. It is composed of bicarbonate of soda, orris-root, precipitate of chalk, and castile soap. Use two-thirds of the chalk to one-third of the orris-root, say, three ounces of the former to one of the latter, a tablespoonful of the soda, and a teaspoonful of the powdered soap, and sift them all together through a sieve. The teeth should always

receive careful attention at night. A charcoal tablet can be taken at night, just before retiring, for acidity of the stomach. When teeth are sensitive to heat or cold the sensitiveness can be relieved by an application of bicarbonate of soda to the gums. Milk of magnesia, mixed with an equal quantity of water, is also good.

CARE OF THE HAIR.

"We find a certain condition of the hair in certain families. In some the hair is fine, in some, coarse, in others it is long and abundant, and in others it is always short. We can seldom change these conditions, though we may improve them by increased nutrition. The scalp needs a great deal of care. The care is usually misapplied, and the energy put into brushing the hair. We must endeavor to increase the vitality of but not the hair. We must endeavor to increase the vitality of the scalp. We give much attention to the other parts of the body in this respect, but little or none to the scalp.

"The hair has a certain length of life. When the end of that time has come it falls out, and if the scalp is in a good condition a new hair comes in its place. When the hair is pulled so and strained in one position the hair comes out, and does not come again. The scalp should be brushed with a moderately stiff brush, and then the hair should be brushed lightly with a softer brush to remove the dust. Under ordinary conditions the scalp should be bathed once in two weeks. Singeing the hair is a mistake, and much injury is done by it and by curling irons.

"For bathing the scalp, bicarbonate of soda and castile soap are standard preparations. Ammonia and borax, if persistently used, will destroy the color and vitality of the hair. A teaspoonful of soda can be used to a quart of warm water. Brush the scalp all over and then wash the hair. Be very careful to wash the soda out. Use hot water, and gradually reduce the temperature until it is cold. A little carbolized vaseline may be rubbed into the scalp, but not on the hair. Massage the scalp with a rotary motion.

"An egg wash is good if the hair has a tendency to become oily. Take the white of an egg and beat it up with half a cup of water and rub it into the scalp. Where the hair needs nutriment, beat up first the yolk of the egg with water and rub it into the scalp, and then the white of the egg. This is good to prevent the hair from falling out. It may be used once a week as a medicine, or in place of the regular bath every two weeks. Use only the white of the egg when the hair is too oily, and only the yolk when the hair is too dry. Don't use hot water with the egg, as I have known people to do, and found they had cooked the egg in the hair.

"In case of eczema, care must be used about friction. Cure the trouble first. Where there is a crust of dandruff on the head, it may be well to rub the scalp with vaseline the night before bathing it. I do not advocate the use of the fine comb. The split ends of the hair should always be cut. Too frequent cutting stimulates the hair too much. It is like continually pruning a tree or plant. It is the frequent cutting of the hair which is the cause of much of the baldness among men."



Keep the Girl's Back Straight.

(Extract from a lecture by Dr. H. Augustus Wilson, at the Jefferson Maternity Hospital, Philadelphia.)

The young girl's back is a serious consideration in child development. In thousands of cases of deformity in women—supplied by the statistics of Germany, France, England, and America—the great majority are shown to have begun at the age of seven or eight years.

A little girl has a slight elevation of one shoulder, or her "back is so tired she can't sit up." Her shoulder blade sticks out a little. The mother tries braces. The weak back grows weaker, the shoulder blades become more prominent. Braces are laid aside and a different corset tried. Conditions grow worse; she goes to an instrument-maker, who puts on a straitjacket—always something to prevent that back from growing stronger. Then the mother takes her to a dressmaker who can't fit the child right and advises consulting a physician.

Erectness of posture is maintained by a combination of muscles as seen in the variety of guy ropes attached to the masts of a ship. They are supported on all sides. So do the muscles support the human frame erect.

In the cases of these little girls, use gymnastics, not standing them up in a row to perform so many exercises so long, any more than one would stand up the typhoid fever patients in a hospital and give each one a teaspoonful of the same medicine.

The application of these various exercises must be left to the careful physician, who has studied the action of these muscles, so that these little girls may be taken from that deformity-producing posture and carried through a life of activity toward good, strong, straight womanhood.

A boarding-school girl complained always of being tired. She moved in the laziest way, and her teacher felt a constant inclination to thrash her. The doctor took an opportunity of looking at the girl in the dormitory where twelve girls were asleep. The afflicted one had borrowed from the other beds eight pillows and had nine raised under her head and shoulders—highly calculated to distort the muscles of the back and produce permanent disfigurement.

These weeds of disorderly habits—disorderly position-grow; but the children do not grow out of them; they grow into them, and these little deformed children go on to mature life with hopeless deformities often beyond correction.

Course of Study.

Physiology and Hygiene.

FIRST AND SECOND YEARS.

1. Teach to observe their own and other positions while standing and walking; teach correct posture and carriage; teach them to desire and to strive to be erect. Note and compare their growth and weight during different intervals.
2. Teach principal parts of body, as head, neck, trunk, arms, legs; then parts of the head, neck, etc., to touch and name parts.
3. Teach uses and care of parts; to take proper care of the hair, eyes, nose, mouth, etc. Cleanliness of body and clothing should be insisted upon daily as an important matter.
4. Show that through touching we learn the shapes and character of bodies, and that callosities and dirt diminish delicacy; refer to the blind; Helen Keller, etc.
5. Teach pupils to discover in their own and others' eyes, the ball, the white, etc., to name and draw each colored part; to find how the iris adapts itself to the amount of light; uses of lids, lashes, etc.; the proper care to be given; what we learn with the eye; give color, and other lessons; refer to the blind.
6. Teach what we learn by the ears, and how; give lessons on sound; teach care of the ears; refer to the deaf.
7. Teach that we taste with the tongue, and gain a knowledge of flavor and wholesomeness of food; that wholesomeness is the main purpose; that some become gluttons; to cleanse the mouth after meals; that spices, tobacco, and alcohol injure the sense; discuss flavors—sweet, saline, acid, bitter.
8. Discuss sense of smell; where located; its purpose; care of nose; importance of breathing through it; effects of colds; teach the terms pungent, fragrant, spicy, etc.
9. Give lessons on importance of right care of body and its parts. 1. To know what is right; 2, what is wrong; 3, to feel an obligation to do right by the body—this being the main object of hygiene.
10. The necessary information about the evil effects of alcohol and tobacco may usually be drawn from the pupils' own observations, to which may be added judicious statements by the teacher. Right choice is founded (1) on knowledge (see 9), (2) on a desire to attain a strong and upright manhood, (3) by suitable stories of noble lives, (4) example of the teacher. Do not allow merriment over acts of persons under influence of alcohol; nor dwell unpleasantly on the diseases that come from its use.

THIRD YEAR.

11. Teach mainly this year as to the skin, muscle, tendon, blood, blood vessels, nerves, fat, bones, joints, ligaments, cartilage; using to exemplify the body, raw and cooked beef, leg of a fowl, veal, lamb, bones, pictures, diagrams, books, visit markets.
12. Teach the name and position of each organ, and its chief characteristics, the skin, muscle, etc.
13. Discuss position, uses and care of each. (1) Find what is known, (2) teach to observe, (3) call for experiences, (4) home knowledge, (5) from books. Have reading on uses and care.
14. In discussing 11 observe corresponding parts in other animals, but with discretion.
15. Teach to employ simple remedies, as bandaging a cut; to put sticking-plaster on a wound; to assist one who is faint, etc.
16. Teach effects of alcohol on the muscles—those that use them cannot play or work as well as others.
17. Teach effects on the nerves; that the hands tremble; the mind is not clear.
18. Teach that it injures the blood, so the body is not so well nourished: that eruptions appear, etc.
19. Cite the facts that in many kinds of business people with drinking habits are not employed; this is the case, too, in many sports; refer to advertisements.

20. Impress moral obligations, to eat and to drink only what is healthful. See 9 and 10, and restate the suggestions for the advanced grade more impressively.

FOURTH YEAR.

21. Study mainly this year the internal organs, tongue, teeth, pharynx, esophagus, stomach, intestines, liver, heart, arteries, veins, larynx, windpipe, lungs, brain, etc.

22. For sources of knowledge: (1) The body, (2) organs in fowl, pig, lamb, teeth from a dentist. See 14. With this grade a haslet of a calf or a fowl might be employed—but discretion will be needed.

23. Locate organs by placing the hand over each; group them by showing that food passes from the mouth into the stomach, etc.

24. Teach the use of each organ; give a comprehensive view of all acting together, the breathing, the digestion, the blood circulation, the mental consciousness, the building up, and the destruction.

25. See 15, and expand as the class is capable; to locate the large arteries and veins; how to stop bleeding from them; how to find and count the pulse.

26. Discuss fermentation and distillation enough to show that alcohol is not a natural product from changes in fruit juices or grains, after they have been washed with water.

27. Teach that alcohol is a dangerous thing to use; especially that by using it persons lose control of themselves. See 16, 17, etc.

28. Discuss the presence of nicotine in tobacco, and its injurious effects on the throat, heart, lungs, etc.

29. Present the point that nicotine is especially injurious to young persons; that in the form of cigarettes it is very objectionable; that in the schools of New York city a large number of boys have banded together as an anti-cigarette league, etc.

30. That while many adults use tobacco, they uniformly agree they would be better without it. Point out the fact, that they are under a sort of slavery to nicotine, and that it is far better to be free.

FIFTH YEAR.

31. Discuss this year mainly the needs of the body—food, air, clothing, removal of waste products, exercise, and rest. Not how food builds up, but the fact that it does, etc.

32. Train pupils on each of the six topics (see 31), to gather illustrations, to perceive needs, to note disregard of needs, (disease, etc.), draw conclusions. Suppose a month is spent on each topic; then each will be able to state the topic in full, and to write out his knowledge.

33. There should be reading on each of these topics; the pupil should be interested, to acquire information.

34. The treatment of burns, a scald, a frost bite, will be added to the practical knowledge already acquired. See 15, 25.

35. Review the teaching concerning stimulants, and narcotics. See 10, 16, 17, 18, 19, 20, 26, 27, 28, 29. Teach what a stimulant is; what a narcotic is.

36. Teach that alcohol, even if at first it behaves as a stimulant, is really a narcotic, that, unlike healthful food, it promotes neither strength nor vigor; that athletes, in training, are forbidden its use; that much of it partly paralyzes the muscles, so that one "talks thick," cannot control the movements of vision, is unsteady in hand and leg, and unfitted for work, and that lack of confidence in one who drinks often debars him from holding responsible positions.

37. Show that the natural appetite is a safer guide in eating than any artificially stimulated appetite, and that condiments, pungent, and peppery substances, tea, coffee, and the like, should be sparingly used, if at all, by children, however safe their moderate use may be for adults.

38. Enforce frequently the lesson of simplicity, naturalness, and purity of taste for young people, who are still growing; that health comes from living naturally and purely.

SIXTH YEAR.

39. The subjects for the sixth, seventh, and eighth years will be the systems, nutritive (digestive, circulatory), respiratory, motor (bony, muscular), and nervous. First, the digestive: course of food and blood vessels; care of teeth; mastication; time for digestion; removal of waste matter.

40. The circulatory system; course of blood from left ventricle back to it; location of arteries, etc.; evil effects of compression; treatment of cuts, etc. See 15, 25.

41. The respiratory system; course of the air; nose breathing; deep breathing; evils of compression; impure air; of colds; of treatment for drowning.

42. Bony system; growth; harmony of structure and function; deformities.

43. Muscular system; attachment and arrangement; supply of blood; principles in training.

44. Uses of nerve centers; sleep dependence on health of the chest and abdomen; need of sunlight and pure air.

45. The skin; uses of bathing, clothing, injuries.

46. Review the senses, 4, 5, 6, 7; show connection with the brain; deal particularly with the eyes.

47. Teach effects of alcohol and tobacco on each of the systems; on the stomach, the gastric juice, and the liver; on the blood, the blood vessels, and the heart; on the muscles.

and on the brain, in warping the judgment, blunting the moral sense, reducing the will-power, and releasing such foolish, bad, or savage impulses as are usually kept in check by habits of sobriety. Teach some of the effects of tobacco upon the same systems. Show how alcohol and tobacco may affect the health, acuteness, and precision of the special organs of sense. Consider why the state should require "special instruction as to the effect of alcoholic drinks, stimulants, and narcotics on the human system in her schools.

48. Consider reasons for studying physiology and hygiene; prevention of diseases; promoting happiness; lengthening life.

Little Boy Blue.

The little toy dog is covered with dust,
But sturdy and stanch he stands;
And the little tin soldier is red with rust,
And his musket moulds in his hands.
Time was when the little toy dog was new,
And the soldier was passing fair,
And that was the time when our Little Boy
Blue
Kissed them and put them there.

"Now, don't go till I come," he said,
"And don't you make any noise!"
So toddling off to his trundle-bed
He dreamt of the pretty toys.
And as he was dreaming an angel song
Awakened our Little Boy Blue—
Oh, the years are many, the years are long,
But the little toy friends are true!

Aye, faithful to Little Boy Blue they stand,
Each in the same old place,
Awaiting the touch of a little hand,
The smile of a little face.
And they wonder as waiting these long years
through,
In the dust of that little chair,
What has become of our Little Boy Blue
Since he kissed them and put them there.

—Eugene Field.

When Old Jack Died.

When Old Jack died we stayed from school (they said
At home we needn't go that day), and none
Of us ate any breakfast—only one,
And that was papa—and his eyes were red
When he came round where we were, by the shed
Where Jack was lying, half-way in the sun
And half-way in the shade. When we began
To cry out loud, pa turned and dropped his head
And went away; and mamma, she went back
Into the kitchen. Then, for a long while,
All to ourselves, like, we stood there and cried;
We thought so many good things of Old Jack,
And funny things—although we didn't smile
We could n't only cry when Old Jack died.

When Old Jack died, it seemed a human friend
Had suddenly gone from us: that some face
That we had loved to fondle and embrace
From babyhood no more would condescend
To smile on us forever. We might bend
With tearful eyes above him, interlace
Our chubby fingers o'er him, romp and race,
Plead with him, call and coax—aye, we might send
The old halloo up for him, whistle, hist,
(If sobs had let us) or, as wildly vain,
Snapped thumbs, called "Speak," and he had not
replied;
We might have gone down on our knees and kissed
The tousled ears, and yet they must remain
Deaf, motionless, we knew, when Old Jack died.

When Old Jack died it seemed to us, some way,
That all the other dogs in town were pained
With our bereavement, and some that were chained
Even, unslipped their collars on that day
To visit Jack in state, as though to pay
A last sad tribute there; while neighbors craned
Their heads above the high board fence, and deigned
To sigh "Poor dog!" remembering how they
Had cuffed him when alive, perchance, because,
For love of them, he leaped to lick their hands—
Now that he could not, were they satisfied?
We children thought that, as we crossed his paws,
And o'er his grave, 'way down the bottom-lands,
Wrote "Our First Love Lies Here," when Old Jack
died.
—James Whitcomb Riley in "Indianapolis Journal."



Isabella.

By Hezekiah Butterworth.

There was weeping in Grenada on that eventful day,
"One king in triumph entered in, one vanquished rode away,"
Down from the Alhambra's minarets was every crescent flung,
And the cry of "Santiago!" through the jeweled palace rung.

And singing, singing, singing,
Were the nightingales of Spain.
But the Moorish monarch, lonely,
The cadences heard only.
"They sadly sing," said he,
"They sadly sing to me,"
And through the groves melodious
He rode toward the sea.

There was joy in old Granada, on that eventful day,
"One king in triumph entered, one slowly rode away."
Up the Alcala singing marched the gay cavaliers—
Gained was the Moslem empire of twice three hundred years.

And singing, singing, singing,
Were the nightingales of Spain.
But the Moorish monarch, lonely,
The cadences heard only.
"They sadly sing," said he,
"They sadly sing to me;
Andalusia is sighing!"
He rode toward the sea.

Through the groves of Alpujarrus, on that eventful day,
The vanquished king rode slowly and tearfully away.
He paused upon the Xenil, and saw Granada fair
Wreathed with the sunset's roses in palpitating air.

And singing, singing, singing,
Were the nightingales of Spain.
But the Moorish monarch, lonely,
The cadences heard only.
"They sadly sing," said he,
"They sadly sing to me;
Andalusia is sighing!"
He rode toward the sea.

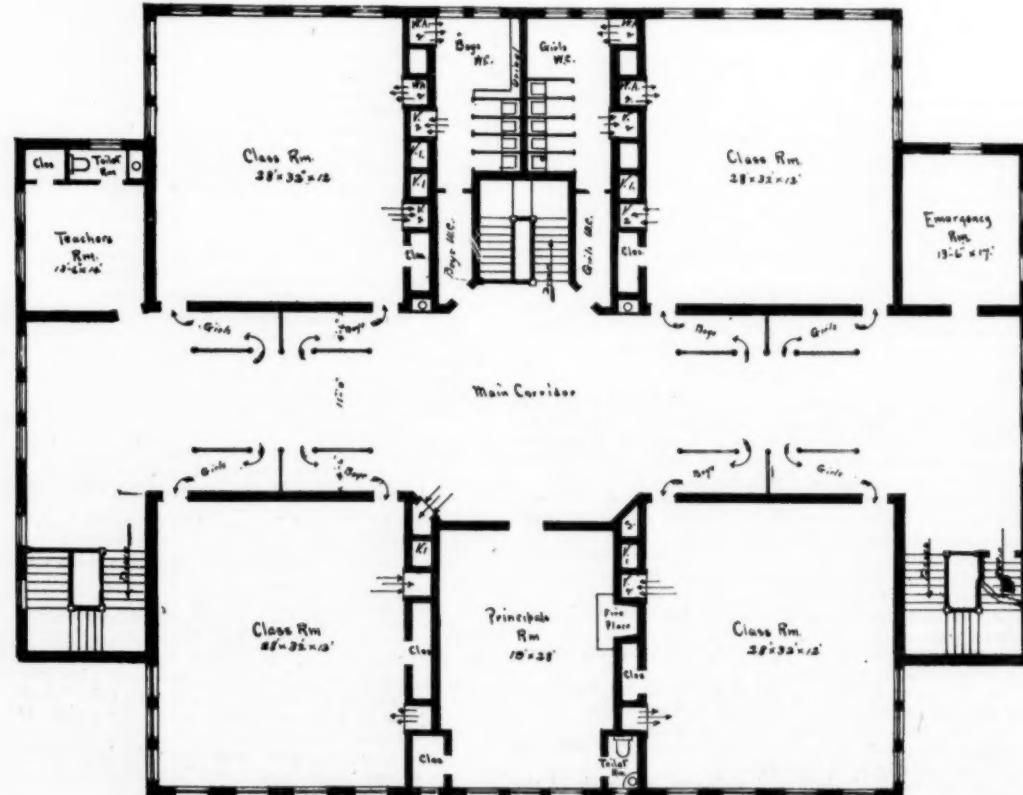
The Verga heaped with flowers below the city lay,
And faded in the sunset, as he slowly rode away,
And he paused again a moment amid the cavaliers,
And saw the golden palace shine through the mist of tears.
And singing, singing, singing,
Were the nightingales of Spain.
But the Moorish monarch, lonely,
The cadences heard only.
"They sadly sing," said he,
"They sadly sing to me;
Andalusia is sighing!"
And he rode toward the sea.

Past the gardens of Granada rode Isabella fair,
As twilight's parting roses fell on the sea of air;
She heard the lisping fountains, and not the Moslem's sighs,
She saw the sun-crowned mountains, and not the tear-wet eyes.

"Sing on," she said, "forever,
O nightingales of Spain;
Guadalquivir and Xenil
Will he ne'er see again.
Ye sweetly sing," said she,
"Ye sweetly sing to me,"
She rode toward the palace,
He rode toward the sea.

"I see above yon palace, your pinnacles of gems,
The banners of the chalice, the dual diadems;
It fills my heart with rapture, as from a smile divine,
I feel the will to bless it, if all the world were mine."

"Sing on," she said, "forever,
O nightingales of Spain;
Guadalquivir and Xenil
Ye joyful make again.
Ye sing sweetly," said she,
"Ye sweetly sing to me,"
She rode toward the capital,
He rode toward the sea.



Redfield School, Pittsfield, Mass., Eugene Bouton, Superintendent.

The School Journal.

NEW YORK & CHICAGO.

WEEK ENDING MARCH 27, 1897.

Shall the moral condition of the country not be the central thought in the minds of the teachers? Shall we go on building better school-houses and increasing the qualifications of the teachers, and see the product steadily deteriorating? The Catholics everywhere say, "I told you so." It has been pointed out in these columns many times, that two great defects existed that might be removed: the influence of politics which dictates the selection of teachers and superintendents in so many places, and the total ignoring or absence of moral teaching. There are other serious defects, to be sure, but these stand out prominent. The politicians have put in people who were utterly incompetent to lead a company of immortal beings in the straight and narrow path that leads to life. The central thought in every true teacher's mind is moral character, using "moral" in a broad sense.

It must not be forgotten that only a small proportion of the pupils in our high and grammar schools will continue their study further. Then why should schools allow their courses of study to be controlled by the requirements of the higher institutions? Too many things are taught simply because they are demanded by colleges in the entrance examinations. The purpose of every public school, whether primary, intermediate, or high school, should be to offer the pupils opportunities for the enrichment of their lives; to awaken and feed noble interests within them; to aid them to find and follow high humane ideals, and to give them power and ability to fill their place in society, and to carry civilization to a higher plane.

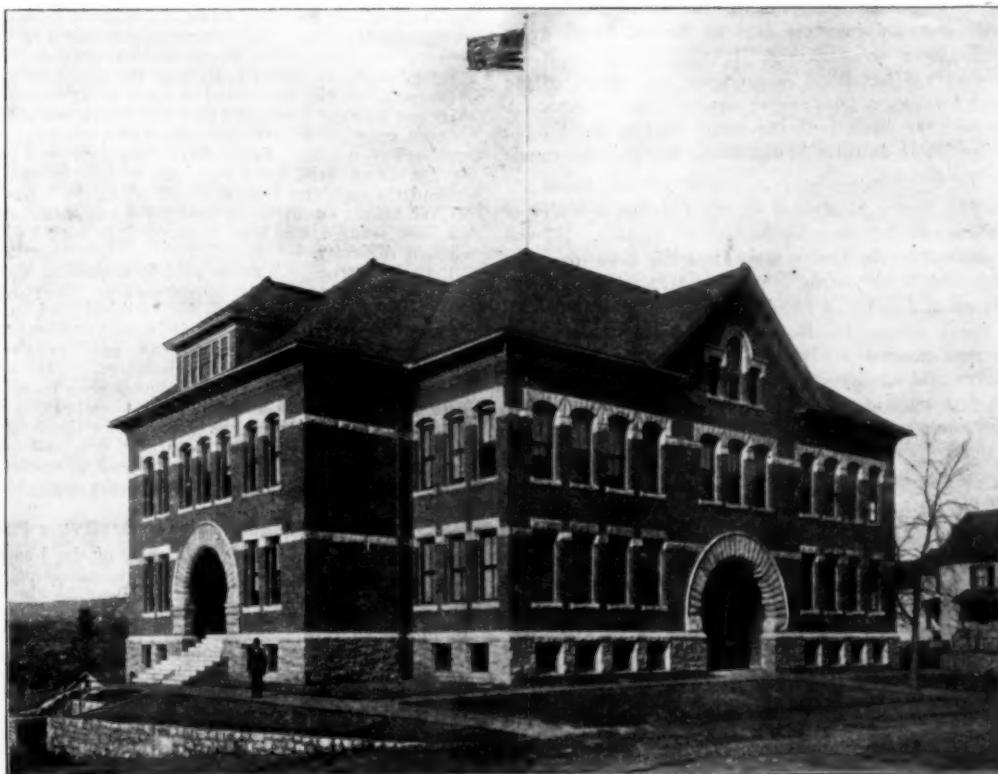
What has become of the movement to make the United States bureau of education an independent department and the commissioner a member of the presi-

dent's cabinet? Now would be the time to push it through, if Mr. McKinley could be convinced of its rationality. But the people who started it a year ago are suspiciously silent. Is it possible that they have finally learned that Dr. Harris would have left the government service on March fourth if Mr. Cleveland had favored their proposition. Hysterical haranguing about enhancing "the dignity of education" will not magnify our profession in the eyes of the world. Let all unprofitable talk of this kind cease, and let attention be concentrated upon the problem of professionalizing teaching by working for the establishment of a feasible plan for the issuance of national teachers' certificates and their practical recognition by every local school board in the land.

The highest duty of the schools, whether primary or secondary, public or private, is to give to pupils high commanding objects at which to aim and toward whose attainment to bend every effort. One of the great evils of which society is suffering is that too many people are passing away their lives without object or aim.

Teachers and parents should exercise much prudence in this matter of testing school children's eyes. When the eyes have been shown by teachers' tests to be defective, subsequent examinations should be made by a competent oculist. The eye should be examined as a part of the body for reliable knowledge of the nature of the difficulty, its cause, its seriousness, what treatment is needed to strengthen the organ and bring about the physical conditions most favorable to the preservation and improvement of vision.

While there are many opticians who are competent to fit the eye with glasses, there are some who do not hesitate to assume the functions of an oculist. An optician who is at the same time a competent oculist is rare, and there is danger that many children, especially of the poor, may become victims of irresponsible quacks and spectacle venders.



Redfield School.—New School at Pittsfield, Mass., Eugene Bouton, Superintendent.

Topics of the Times.

In the summer of 1898 Wisconsin will celebrate the fiftieth anniversary of her admission to the Union, by a state exposition at Milwaukee, the "Cream City." The unique feature will be a series of hanging gardens to rival in extent and beauty the famous gardens of Babylon. These will be constructed over the one great building within which most of the exhibits are to be collected. The site is a side-hill at the northern extremity of Milwaukee bay. Here, overlooking the beautiful Lake Michigan, the great building will be constructed in three circular terraces.

Large exports of corn to Europe are being made. In one week 5,000,000 bushels were sent abroad. The great wheat shortage abroad is having the effect of creating an unheard of demand for corn, and it may result in establishing what has been so long coveted—a permanent foreign corn market.

Prof. Henry Drummond died in London recently. He had a world-wide reputation as a lecturer and writer on religious and sociological questions. His tract, "The Greatest Thing in the World," and his "Natural Law in the Spiritual World" were his most popular works.

Gen. Barrios, president of Guatemala, is looked upon as the one who prevented that country from joining in the federation scheme. As a condition of joining with the three others, he demanded that he himself should be selected as the chief executive officer of the combined republics, that his country should be recognized as the foremost in rank, possessing the largest representation in the diet, and that Guatemala city should be the capital of the federation. As these terms were unacceptable to the other governments desirous of coming together, Guatemala had to be left outside. The recent announcement of Barrios that he will not again be a candidate for the presidency of Guatemala, is looked upon as an indication that that country will soon join the federation.

The district around Madura, in the Madras presidency, long suffered from want of water for irrigation, and it was decided a few years ago to divert the river Periyar from its natural outlet in the Indian ocean, to the bed of the Vaigai, which flows eastward into the Bay of Bengal. This great work has just been accomplished. It involved the construction of a dam 178 feet high, impounding the waters of the Periyas and forming a lake twelve square miles in area. A tunnel conveys the water over the water shed to the Vaigai. Eighty miles lower down it is distributed by artificial canals in the Madura district.

President McKinley nominated Powell Clayton, a leader of the Republicans in Arkansas, for minister to Mexico. He was brigadier-general in the Union army, and has been governor of Arkansas and U. S. senator. William McKinley Osborne, consul-general at London, a cousin of the president, is prominent in local affairs in Boston. John K. Gowdy, of Indiana, consul-general at Paris, was a captain in the war. He has never held an important political office before. Perry S. Heath, first assistant postmaster general, has been widely known as a newspaper correspondent and as editor of the Cincinnati "Commercial Gazette." H. Clay Evans has been appointed commissioner of pensions.

The celebration of the sixtieth anniversary of the queen's coronation this year, will be made the occasion for subscriptions to all sorts of charitable objects. This avalanche of charity was started by the opening of subscriptions for the benefit of the hospitals of London. The one aim of every human being in London on June 22, will be to see the queen and the royal procession. It is estimated that it will be viewed by at least six million people.

The death of the crown prince of Japan makes Prince Arisugawa, the son of the emperor's eldest brother, heir apparent. Prince Arisugawa is thirty-five years old, a captain in the imperial Japanese navy and a man of liberal education in military and naval affairs. He has traveled extensively, and his knowledge of the world will be of great value to him should he be called upon to direct the affairs of progressive Japan.

Unless a son is born to the emperor, Prince Arisugawa will probably succeed his uncle as Mikado of Japan.

The Ohio law by which telegraph, telephone, and express companies are taxed on their real estate, their gross receipts, and their personal property, as measured by Ohio's share of the entire value of their stock, has been upheld by the United States Supreme Court. On account of this mode of taxation, the amount of the Western Union's assessment in Ohio has been raised from \$500,000 to \$2,000,000. As the property of the Western Union is valued at \$100,000,000, it is evident Ohio is not taxing more than her just share of it. This may lead to a solution of the vexed question of the taxation of personal property. If each state taxes its share of personal property, then the personal property will pay as much in proportion as real estate.

Old Trinity church, New York city, probably the most famous church edifice in the United States, will celebrate its two hundredth anniversary on May 6; the most noted Episcopal clergymen in the country will attend. Trinity was cordially hated by our ancestors because the English governor-general of the colony tried to make the church of England the established church, with Trinity parish as the acknowledged head. This was stoutly resisted by the colonial assembly. Every service in Trinity, however, was opened with a prayer for George III. until the beginning of the revolution and would have been for years after had not a file of colonial soldiers closed the doors. They were opened again when the British captured New York, and for weeks after that the services were guarded by the bayonets of British red-coats. Its severance from the English church dates from 1784. The wealth of the parish is estimated at from \$10,000,000 to \$30,000,000 and is all due to the original grant by which a tract of land known as the "King's farm" was given to the parish.

The queen of Madagascar, Ronaivalona III, who has only held her position nominally since the island was formally made a French colony, on June 20, 1896, has been exiled to the island of Reunion, a French possession near the island of Mauritius. She was born in 1861, and succeeded Queen Ronaivalona II. on July 13, 1883. The exile of the queen is likely in due course of time, to go far towards diminishing the number and importance of the Hova outbreaks. With their queen in exile it will not be so easy for the agitators to stir up the warlike feelings of the native warriors.

Mr. Jesup's Expedition.

Preparations are well under way for an exploring expedition to be sent out in search of information in the line of anthropology and ethnology. The expedition will be backed by Morris K. Jesup, president of the American Museum of Natural History, from his private resources. It will be conducted by Prof. W. F. Putnam, for many years a professor at Harvard, with Dr. Boas, the anthropologist, aided by a competent corps of assistants. The researches will occupy, it is expected, a period of six or seven years, and the expenses are estimated at \$60,000. It will be started as soon as arrangements can be made for so long a trip, the first visit being made to the northwestern coast of British Columbia, and working along the entire seaboard of Alaska. From there the course will be across the Bering sea to Asia, down the coast of Siberia and China, then around through the Indian ocean to Egypt. The consent of several Asiatic countries to visit them and make investigations has been secured, and that of others it is hoped will be gained without difficulty.

Especial attention is to be paid to acquiring information on the subject of man's first appearance on this continent. All that can be learned on the subject of the earliest visitors from Asia, with their characteristics before they came and after their arrival, as well as the route by which they reached this continent, will be carefully collected. It is said that Mr. Jesup desires to make as complete a collection of anthropological antiquities as possible, and these will, undoubtedly, be placed in the Natural History Museum. The whole field of research is a vast one, and it is expected that the enterprise will lead to results which will clear many obscure points regarding the early history of the American race.

Municipal Scholarships to Deserving Pupils

Philadelphia, Pa.—President Gratz, of the board of education, has suggested the purchase of scholarships in the University of Pennsylvania, and Bryn Mawr by the city for the benefit of graduates of the public schools. The plan limits the higher education, given at public expense to deserving pupils who have earned the opportunity by special merit. There are now fifty scholarships in the university open to graduates of the public schools, but Mr. Gratz estimates that for an annual expenditure of \$10,000 the city could provide for one hundred scholarships at a time, or twenty-five for the entire college course.

Why not profit by the experience of others who have found a permanent cure for catarrh in Hood's Sarsaparilla.

The New Congressional Library Building.

Washington, D. C.—The new library of Congress is the finest home for books in the world. At the front rises a granite facade. Much carved, and many columned, with bronze doors, shining like so many settings of jewels, and topping all is a golden dome. The building covers a block of ground, and without a single dark corner, it is something novel in architecture. This result is made possible by 1,800 windows, and by an arrangement of courts within the exterior rim of halls. The reading room is in the very center, under the golden dome. It is eight-sided, with the elevated desk of the librarian in the center, and all the apparatus for communicating with assistants around and beneath. The desks for readers are in circles, facing the librarian. Opening into the rotunda, on a level with the floor, are alcoves containing cyclopedias, dictionaries, and books of reference. As the librarian sits on his high perch, at the center of the rotunda, he can see not only all occupants of the reading room, but also every one of the alcoves, which is open to the public.

Only those who wish to read or consult books make use of the main floor of the rotunda; all others must go to the gallery. From this vantage ground one can see much of the workings of the library. The applicant for a book comes into the rotunda by way of a curtained aisle, and makes known his request on a slip of paper at the central desk. By means of a telephone, so nicely adjusted that a whisper will convey the order, an attendant on one of the nine floors receives the message. The desired book is taken from one of the book cells, dropped into a little iron box on an endless chain and presently the box comes up from beneath the floor in the rear of the librarian's desk.

Arrangements have been made for the perfect preservation of the books. The bookstack is divided into nine stories, each story seven feet high. The floors of these stories are of iron; the books rest upon iron shelves. There is no wood to harbor moths, or worms, or moisture. The only fresh air that can enter comes by way of a ventilation system devised to keep out impurities.

For once the government has built for posterity. The library is a building that the nation will not outgrow for, perhaps, a century. The library has now about 800,000 volumes. A single one of the stacks will suffice for this generation. The other two already built can be locked up and left for future demands. All the space on each floor could be used for storage of books, and with stacks built in the spacious courts, a total of more than eight million books could be kept in this magnificent building.

Manual Training School's Fete.

Worcester, Mass.—A public day was given at the manual training school on March 9, to give an idea of the actual work done by the pupils. The various departments were visited by those who thronged the building during the afternoon. Of the classes at work, that in wood turning was of special interest. There are about 100 boys pursuing the course, part of whom were at work making napkin-rings, fancy boxes, patterns for parts of the machine to be used later in moulding, and the legs for a table that was being carved upstairs. Some of the products of this work are wooden vase forms that have been turned out for use in the drawing classes.

The exhibition of the cooking school proved the leading attraction. Twenty-four girls, in white caps and aprons, were hard at work, and there were arranged on a table, as the result of the afternoon's labor, salads, snow pudding, with soft custard, and caramel pudding. At the sides of the room were dinner tables, hired for the occasion, set with dainty dishes and trimmed with flowers. Chocolate and sandwiches were served, and four of the girls were kept busy all the afternoon making the chocolate for their guests.

The manual training courses have been enlarged during the past year. To the first-year courses in joining and drawing, have been added a second year's work in turning, wood-carving, advanced mechanical drawing, pattern making, and moulding. In addition to these, a cooking department has been added, open to girls without limit. The enlarged facilities have admitted of an attendance of 500 pupils, as compared with 100 a year ago.

Lehigh Increases Students' Opportunities.

The Lehigh university, So. Bethlehem, Pa., has recently issued a special circular of its school of general literature, including the classical, Latin scientific, and science and letters courses. A new feature of the classical course is the introduction of a large number of elective studies in the junior and senior years drawn from the scientific and technical departments of the university. This widening of the scope of the classical and literary courses is in accord with the modern idea in education which recognizes educational value in all studies which are pursued with intelligence and thoroughness.

The introduction of these technical studies into the academic course has, moreover, the additional advantage that a student graduating with the A. B. degree can, by two years' additional study, if he so desires, obtain a technical degree. This combined course of six years would seem to give the ideal education for the professional engineer.

Provision is also made for students who wish to take the full classical course, and who have not had the opportunity to study Greek, to enter a class in elementary Greek in the university, and to continue the study for four years.

Copies of this circular may be had of the secretary of Lehigh university, South Bethlehem, Pa.

The Compulsory Law Amended.

Harrisburg, Pa.—The compulsory education bill as amended by a convention of Pennsylvania educators is now before the legislature. The important changes are an increase of the required time of attendance from 16 weeks to 80 per cent. of the school term, with the stipulation that pupils attend from eight to fourteen years of age absolutely, and until sixteen years of age, unless necessarily employed. The present law, after nearly a year's trial, has been pronounced one of the best ever passed, and the only purpose in the present amendments is to make it still more beneficial.

An A. P. A. Committee of Twelve.

The American Philological Association at its last meeting voted to comply with the request of the National Educational Association to prepare a report on the proper course of secondary instruction in Latin and Greek. It was decided that the committee of twelve of the Philological Association should prepare such a report, taking into consideration the results reached by the conferences of the college and school associations of the New England and Middle states.

This committee of twelve met in New York city on December 30, 1896, and ordered the preparation of a circular of inquiry to be sent to teachers of Latin and Greek and others interested in secondary education.

Prof. T. D. Seymour, of Yale, the chairman, has ordered the committee of twelve, together with an auxiliary committee on Latin and one on Greek, to meet at the Murray Hill Hotel, April 14 and 15. By the first of April Prof. Seymour hopes to send to the members of these committees a report with regard to replies made to the circular of inquiry. The aim of the movement is to harmonize and unify Latin and Greek in the preparatory schools.

Red Tape in Philadelphia.

Philadelphia, Pa.—The school system of this city is so complex that teachers and principals are at a loss to know to whom they are responsible. Authority is distributed among executive, legislative, and judicial powers, so that the machinery becomes puzzling and inadequate. The teacher is appointed by a sectional board, but this cannot be done until a certificate has been obtained from the board of education, and then the appointment must be confirmed by the board. The money needed for school purposes must be appropriated by the city councils, and the board of education must have the consent of these councils before any contract can be made for school buildings or supplies. The result is, that the business of public education becomes so hampered that it is difficult to determine where the responsibility should rest. Some day all this will be changed, and when that time comes, school business will be vastly simplified.

Brief Notes of General Interest.

Grand Rapids, Mich.—A new building, to cost \$25,000, is being built by Mrs. M. R. Bissell, of Grand Rapids, as a gift to the kindergarten association of that city.

Ishpeming, Mich.—Dr. W. E. Wadsworth, the director of the Michigan School of Mines, said in a recent address before the teachers of this town that he preferred to have pupils come to him knowing nothing of chemistry, mineralogy, or geology, as he was compelled to unteach what had been wrongly or partially learned, as the result of lack of sufficient knowledge on the part of their teachers.

The school teachers of England fear that the education department will admit to employment in the elementary schools of Great Britain teachers holding the certificate issued by the Irish education board. They argue that this would lower the standard of the schools and increase the opportunities for theological discussions, as the Irish teachers are largely Catholics. The ordinary salary of teachers in Ireland is about \$200 less than that of the English teacher of corresponding grade, and this leads many to believe that a considerable immigration may be expected.

Experiments have been made in Cincinnati hospital which show that the veils now so much worn by women are often the cause of headaches and serious injury to the eyes.

Suicide of a Teacher.

Reading, Pa.—Miss Isabella Fulton, for fifteen years a teacher in the Chicago public schools, committed suicide by throwing herself before a moving freight train. The act was caused, it is believed, by temporary insanity brought on by overwork. She had been granted a year's leave of absence, and was visiting here.

London to Have a Real University.

There is reason to believe that the sixtieth year of Queen Victoria's reign is to be made memorable by the establishment in London of a great teaching university. The London university has existed since 1836, but its function has always been limited to the examination of candidates and the conferring of degrees. This restriction has made it an imperial rather than a local or metropolitan institution. Its examinations have, indeed, been characterized by thoroughness and fairness, and have commanded the confidence of teachers and students in all parts of the United Kingdom. Still, the feeling has been growing among scholars that London should have an organized university of its own, which should furnish help and guidance in other ways than by examinations, and for some twelve years a movement has been going on to make London a great seat of learning.

In July, 1896, a bill was introduced in parliament to provide for the appointment of a commission to frame the necessary ordinances and regulations. The measure passed the second and third reading in the upper house, but owing to the pressure of other business in the House of Commons, the matter was postponed until the present session of parliament. Until the statutes are framed, the exact nature of the proposed university can be stated only in a general way. The general purpose, however, is to unite in one thoroughly organized university all the teaching bodies in the British metropolis which have shown themselves qualified to give a liberal, a scientific, or a professional education. The pecuniary resources of these bodies are to be largely increased, their methods of research and study revised, and new institutions are to be established to whatever extent may be found necessary. It is believed that when the work is fairly begun the public funds devoted to this purpose will be largely supplemented by private endowments.

Several objections have been urged to the plan of reconstruction proposed for the London university, one of these being in the supposed interests of the non-collegiate or privately educated graduates. These, constituting about a third of the entire number, are scattered all over the country and in the colonies. They allege that, while the present composition of the senate and examining bodies of London university secures the confidence of provincial colleges and private schools, equal confidence will not be felt in a central body composed largely of London teachers identified with rival interests. Undoubtedly, much of the good work done by the university should be attributed to the opportunity it has afforded to poor and secluded students, and if it were proposed to restrict the usefulness of the institution to those who can undertake regular attendance at a teaching university, this opposition would be justified. This, however, is not contemplated. On the contrary, it is recommended that the examinations for external and internal students shall represent the same standard of knowledge, and be identical, so far as this is consistent with the interests of both classes of students.

Woman Managers to have charge of Congresses on Scientific and Philosophical Lines.

Omaha, Neb.—The board of woman managers of the Trans-Mississippi and international exposition will meet April 6th, at Omaha, to effect a permanent organization and proceed to business. The board is made up of representative women from various sections of the state, who were elected at mass meetings called for the purpose. The board is composed of the following members: Miss Anna Foos, Mrs. W. W. Keyser, Miss Kate McHugh, Miss Alice Hitte, Mrs. Orietta Crittenden, Mrs. W. P. Harford, Mrs. E. A. Cudahy, Mrs. J. H. McIntosh, Mrs. S. R. Towne, Mrs. T. L. Kimball, and Mrs. Euclid Martin, of Omaha; Mrs. E. B. Towle and Mrs. A. A. Munro, of South Omaha; Mrs. Edith M. E. Read and Mrs. Sarah C. Key, of Council Bluffs; Mrs. A. J. Sawyer and Mrs. A. W. Field, of Lincoln; Mrs. Omar Whitney of Elk City; Miss Helen Chase, of Papillion; Mrs. D. C. Giffey, of West Point; Mrs. Nettie Knox Hollenbeck, of Fremont; Mrs. J. B. McDowell, of Fairbury; Mrs. Frank Johnson, of Crete; Mrs. C. L. Kerr, of Ansley; Mrs. Hattie Hunter, of Broken Bow; Mrs. Wm. Dutton and Mrs. L. W. Fike, of Hastings.

The board will elect officers and adopt rules governing its actions.

The executive committee at a recent meeting adopted resolutions taking the form of a charter constituting the bureau of education or board of woman managers, and defining the powers and duties of such board. It was provided that the women shall have charge of the bureau of education in its various branches, viz.: The exhibits of the works of public schools, kindergartens, manual training, and industrial schools, schools for the deaf, blind, and feeble minded, art schools, reform schools, and all schools of special instruction, and that they also have charge of a series of congresses on various scientific and philosophical lines during the exposition—June to November, 1898.

The board will also have jurisdiction over the women's exhibits, and all matters of peculiar interest to women in connection with the exposition.

Boston Board to be Made Appointive.

Boston, Mass.—There is pending in the Massachusetts legislature a proposition that the members of the school board be appointed by the mayor. The women of the city regard this as an attack on their privilege of suffrage in school elections, and they are not reconciled by the offer that two of the seven members of the board shall be women.

New York City Notes.

Dr. Elizabeth Janett, the efficient editor of the Normal college "Alumnae News," has been appointed one of the medical inspectors of schools. Dr. Janett took the medal in "methods of teaching." When she graduated for the Normal college, in 1883. She taught seven years as critic teacher in the training department, a position which she secured in a competitive examination. She is at present in the medical faculty of the Woman's Homeopathic college. She has written several articles for medical journals; among them, one on "Methods of Teaching in Medical Colleges." She has never lost her interest in the profession of teaching, and is happy in the prospect of uniting the two professions.

Three new kindergartens have been opened in the New York schools during the month of March. They are located as follows: P. D. 87 on Amsterdam avenue and 77th street; P. D. 94 on Amsterdam avenue and 68th street, and in P. D. 26, on 28th street, near Sixth avenue. The kindergartners are Misses Clapp, Charlton, and Kelsey, all graduates of the Normal college training class. Miss Demarest, a graduate of Madame Kraus' training class has been appointed to take charge of a kindergarten in P. D. 16, but the room is not ready.

The indications for further progress are favorable. Kindergartens have been promised in six more schools, and will open probably this season. The board of education has requested the supervisors to prepare pamphlets concerning the work in their respective branches. These will soon be published.

Jersey Wants Elective Boards.

Trenton, N. J.—Jersey City, Paterson, Hoboken, Trenton, and Camden have boards of education appointed by their mayors. The bill recently introduced in the New Jersey legislature, which abolishes the present boards in all cities having less than 100,000 and more than 19,000, has been passed by the house, and is almost certain to pass the senate. Its adoption will affect Elizabeth, New Brunswick, Bayonne, and Orange at once, and a number of other places in the near future. The great objection to an elective board seems to be found in the fact that the position of school commissioner is too often used simply as a stepping stone to some political office. The bill suggested, calls for the appointment of eight school commissioners, not more than four from any one political party; the mayor to have the deciding vote, in case of a tie vote.

The Problem of School Administration.

At a meeting of the Massachusetts Schoolmasters Club at Boston, Dr. Nicholas Murray Butler, of Columbia university, spoke on "The Educational Problem of Greater New York."

He said in part: "Educational organization and administration, as we are face to face with it in Greater New York, presents a new problem in the pedagogical world. This subject of school administration has received little attention from the people of this country. The problem is not directly educational, but rather social or sociological.

The great subject of administrative law is this question, how can we best use the forces of the community economically, and use them to develop a separate system of education?

In the city of New York we have been brought to face the question with great difficulty. On the first day of next January New York will comprise 360 square miles of territory, with a population of 3,500,000 people, with 800,000 children of school age, now organized into a public system, employing 9,000 teachers, in 600 buildings valued at \$32,000,000.

Behind this are fifty years of tradition, of local ideas, of excellencies and defects, combined with the city of Brooklyn, with a population of 1,000,000 people of different ideas and different conditions; and beside this there are 70 other school districts, village and rural.

The natural and inevitable difficulties of the problem are immense. Then there are artificial difficulties which have come forward in the past ten years."

Dr. Butler thinks that a new public school opinion is springing up. The public school system dates back only to 1846, when the board of education took the schools in hand. During these years there had been no public sentiment, for the children of the rich looked upon the public schools as rag or pauper schools. Now the aim of the committee on education is to make the schools so good that none can afford to educate his children anywhere else.

Only Twelve Weeks Schooling Required.

Indianapolis.—The Indiana House has passed a compulsory education bill, with the small maximum of twelve weeks' required schooling annually for children between the ages of eight and fourteen.

Educational Associations.

New York Suburban Council.

"How to lessen the physical and nervous strain upon the teaching force of our schools without detriment to the pupils" was the subject discussed by the New York Suburban Educational Council at its regular monthly meeting, Saturday, March 20, in the New York University Building.

Principal Thomas A. Baker, of the Yonkers high school, opened the discussion, outlining a number of causes producing nervous strain upon the teacher. Besides the regular hours of class-room work, said Principal Baker, the teacher is now required to make careful outside preparation for each lesson; to examine multitudinous papers prepared by the scholars; and to get up special lessons on rocks, trees, plants, flowers, and animals, each in its season. The latest methods in teaching must be carefully studied and tried, and the studies correlated by the teacher; there must be a careful diagnosis of the mental condition of each separate pupil; social and religious duties must be attended to; the daily papers and periodicals must be read, for the teacher is supposed to know something of everything that is going on. Then there is the bad boy; and the ever-present questions, "Am I satisfying the principal and the superintendent?" and "Shall I be re-appointed?"

The case is largely one for self-care, continued Mr. Baker. If the teacher is to come before the class full of vitality and in the proper condition for successful teaching she must not wear herself out correcting examination papers in cases where oral examinations will do just as well. If discipline is exhausting the teacher it is a case for the principal and superintendent. If it is multitudinous observations in child-study made all for the glory of the principal then it is a case for the board. Two classes of teachers stand on a par; the teacher who makes no preparation, and the teacher so overworked as to come before the class with no energy left for teaching. Our schools are trying to do too much. There should be fewer subjects more thoroughly studied, was the conclusion of Principal Baker.

Principal Lincoln E. Rowley, of the East Orange high school, said that courses of study are made up too much without consulting with the teacher. There is too much reciting and too little study in the class-room. Principals and superintendents are too sparing of commendations for good work.

Superintendent J. E. Young, of New Rochelle, said the neglect to provide proper facilities for ventilating class-rooms is responsible for very much of the nervous strain on teachers; also the compelling of classes to be brought rigidly up to certain points in the course of study before promotions.

Superintendent Charles E. Gorton, of Yonkers, said there is much nonsense in this talk of teachers breaking down. Breakdowns are no more frequent among teachers than among housewives. No sane superintendent makes up a course of study without consulting, first, his principals, and second, his teachers, to see how far it can be carried out. Good work cannot be done, however, without hard work. A teacher doing good work is entitled to know it every time you enter her class-room. The refinements of the marking system and the monthly-examination-paper nonsense should be done away with.

Joseph S. Wood, of Mt. Vernon, closed the meeting in an interesting paper on "Numbers."

Clarence E. Morse, of East Orange, presided, and among those present were Principal John F. Quigley, of Long Island City; Superintendent J. Irving Gorton, of Sing Sing; Principal A. B. Davis, of the Mt. Vernon high school; Principal Mary E. Gernon, Mt. Vernon, and Superintendent W. J. Shearer, of Elizabeth. The next regular meeting of the council will be held on April 17.

The Mothers' Congress.

The unique gathering called "The Mothers' Congress," held at Washington, February 16-19, called together a large number of mothers, teachers, and others interested in educational work, from all parts of the country.

The papers and addresses covered a wide range of subjects, most of them of vital interest.

One of the most practical subjects treated was that of "Dietetics," by Mrs. Louise Hogan, of Germantown. She maintained that a child's food during the first twelve years of its life is of more importance than its schooling. Referring to the common remark among mothers, that they need no rules for their children; they eat everything, and are perfectly well, she showed that, in many cases, the child's death was a result of such unreasonable practices. Mrs. Hogan corresponded with Dr. Pfreyer, of Germany, in connection with some research which she is making in dietetics and child-study, and he has stated in letters that the controlling supervision of the physical development in her child is the most important task of the young mother, because upon this development the child's whole future intellectual and moral life will depend.

In conclusion, Mrs. Hogan said: "Few seem conscious that there is such a thing as physical morality. Men's habitual words and acts imply that they are at liberty to treat their

bodies as they please. The fact is, all breaches of the law of health are physical sins. When this is generally seen, then, and perhaps not till then, will the physical training of the young receive all the attention it deserves."

Anthony Comstock spoke on "How to Guard Our Youth against Bad Literature." The following resolution, offered by him, was referred to the proper committee:

"Realizing the almost limitless power for good or for evil exerted by the daily press, and that the proper education of the youth of our land is of vital importance to the future prosperity."

"Resolved, That we will admit into our houses only those papers which inspire to noble thought and deed, and that our influence shall go toward cultivating the public taste until it shall demand from the press only that which elevates and refines."

"Resolved, That we, the mothers, in congress assembled, call upon the Congress of the United States and the various legislatures of the several states in the Union to enact specific laws to prohibit the dissemination among the young of all papers, books, magazines, and circulars containing detailed accounts of stories of bloodshed, lust, or crime; all pictures and displays which tend to degrade woman, or corrupt or deprave the minds of the young, and all advertisements of every name and nature which offend decency, or of any quack or medical charlatan which offers for sale or distribution any article which can be used for criminal purpose."

Mr. Hamilton W. Mabie also treated the subject of children's reading, and urged the mothers to bring their children in touch with the greatest literature.

Mrs. Margaret E. Sangster talked on "Reading Courses for mothers." She pointed out books which would help mothers in entertaining and amusing their children and showed how groups of mothers meeting together and following out a course of reading, intelligently marked out, might easily affect and uplift the social life of a community.

In her paper on "The Mother's Greatest Need," Miss Frances Newton, of Chicago, said:

"We cannot overestimate the value of organized home life. In the kindergarten we have an organized plan. Mothers would find it so much easier if they had a plan for the child, something that they could fit to the child as it grows. Another need, and, if possible, more important than any other, is sympathetic co-operation between husband and wife. A mother should so live as to be an ideal to her child in everything."

Dr. G. Stanley Hall spoke on "Practical Results of Child-study." In speaking of the development of the floors, cells, and muscles, Dr. Hall said that the finer muscles in a child's make-up were connected with its thoughts, and were therefore of great importance. The play of the facial muscles often indicated the thoughts, and mind reading, so called, was simply muscle reading.

Other well-known women who took part in the congress were Miss Amalie Hofer, of Chicago, editor of "The Kindergarten Magazine"; Mrs. Mary Lowe Dickinson; Miss Alice Fletcher, Mrs. Helen M. Gardner, Mrs. Maud Ballington Booth; Miss Constance McKenzie, of Philadelphia, and Miss Julia King, of Boston.

Meetings of Educational Associations.

April 1, 2.—North Nebraska Teachers' Association at Norfolk.
April 1, 2—Southeastern Nebraska Educational Association at Beatrice.
April 1, 2, 3.—Northern Indiana Teachers' Association at Elkhart, W. R. Snyder, Muncie, president.

April 2, 3.—Michigan's Schoolmasters' Club at Ann Arbor, Mich.
April 3.—Southwestern Iowa Teachers' Association at Council Bluffs.
April 8, 10.—Southern Indiana Teachers' Association at Franklin.
April 14, 15.—Alabama State Teachers' Association at Birmingham.
April 19-21.—Meeting of International Kindergarten Union at St. Louis, Mo.

April 20, 22.—Ontario Educational Association at Toronto. President, John Dearness, London; secretary, Robert W. Doan, Toronto.
April 21-23.—Western Drawing Teachers' Association at St. Louis, Mo.

April 31.—Western Nebraska Teachers' Association at North Platte. President, Miss Bonnie Snow, Minneapolis, Minn. Secretary, Miss Frances Ransom, Saginaw, Mich.

June.—Meeting of the University Convocation of the State of New York.
June 30, July 1, 2, 3.—New York State Teachers' Association at New York. Charles E. White, Syracuse, president; S. F. Herron, Elizabethtown, secretary.

July 6, 7, 8.—New York State Music Teachers' Association at Binghamton, Dr. Gerrit Smith, 573 Madison avenue, New York, president; Walter J. Hall, Carnegie hall, New York, secretary and treasurer.

July 6-9, 1897.—National Educational Association meets at Milwaukee, Wis.

July 9, 12.—American Institute of Instruction at Montreal.

Summer Schools.

Martha's Vineyard Summer Institute. Address W. A. Mowry, Hyde Park, Mass.; Pres. A. W. Edson, Worcester, Mass., Manager School of Methods.
Harvard University Summer School. Begins July 6. Address M. Chamberlain, Harvard University.

New York University Summer Courses at University Heights, New York City, July 5 to August 13. Mathematics, chemistry, biology, physics, psychology, history, German, French, pedagogy, physical training, economics and pedagogy. Pedagogy courses begin July 12 and end August 20. The following subjects are included in the pedagogy courses: school organization, principles and methods of teaching, psychology and comparative study of systems of education. Address Prof. Charles B. Bliss, New York University, University Heights, New York City.

Dep't. of Sup't. N.E.A.

Indianapolis Meeting.

(CONTINUED.)

Herbartians Discuss "Training for Citizenship."

The session of the Herbart Society was devoted to the discussion of the paper of Professor J. W. Jenks, of Cornell university, on "Training for Citizenship," of which the following is an abstract:^{*}

The necessity of paying special attention in our public schools to the training of children for the duties of citizenship becomes evident, when we consider that the large majority of our voters do not realize the necessity for the careful study of political questions. Most men assume that the average voter can perform the duties connected with this most complex business, government, without special instruction.

A careful investigation of prominent evils in social life shows that many arise, not so much from faults of character in individuals, as from mal-adjustments in social relations. New inventions in machinery often throw out of employment for the time being many workmen, and thus cause great suffering. Changes in economic conditions often throw established laws out of date, and thus cause lawsuits. Changes in religious ideas have often caused religious persecution, even though these ideas have marked distinct advances in the moral and spiritual character of the people.

From these facts it seems clear that a large part of our social suffering is due to *mental inertia* on the part of our citizens. In consequence, a remedy is to be found in an increased power among our citizens to adapt themselves readily to changes in economic, legal, political, religious, and social conditions. This increased power of adaptation can be given, to a great degree, by careful training of children. In part it can be secured by increased technical skill and knowledge of social institutions. But more depends upon independence of character, the habit of tolerance for the view of others, a feeling of responsibility in the accomplishment of one's duties, and especially upon the habit of making impartial judgments upon the questions that arise in our political and social life.

Our schools, therefore, should aim to give children right ideals of the state, and of the duties of citizenship, and should especially aim to develop in them these personal qualities just mentioned. The opportunity for this training can be found in the teaching of nearly all the subjects of the school curriculum, although special opportunities arise in teaching history, literature, and the elementary principles of political science.

When one considers that the purpose of the state is to enable the citizens to secure a better and happier life than could be secured without the organization of the state, that the prime duty of citizenship is to further the interests of one's fellows in all ways possible, it is readily seen that many opportunities arise to give even the smallest school children practice in the performance of the duties of citizenship, and that they can understand the most fundamental of all political duties,—honesty, truthfulness, and fair dealing toward one's fellows.

* Copies of the complete paper may be obtained of the secretary of the Herbart Society, Dr. Charles A. McMurry, Chicago university, at 25 cents per copy.

Correlation of Social Forces in the Community.

(Outline of paper.)

By S. T. Dutton.

School supervision has hitherto directed itself to the organization of teaching, and those things that pertain to the inner life of the school. The time has come when more attention should be given to the organization of the community, to the end that schools may hold a more commanding position, and that the various social and educational forces may be brought into unity. There is never strict neutrality in public sentiment. If a community is not thoroughly committed to a

broad policy it is likely to assume an unfriendly attitude at times.

It is highly important that the people be instructed regarding the aims of education. School supervisors are at fault if some effort is not made to so instruct them.

Not only has there been lack of constructive work in the interest of a healthy public opinion, but there has been an indisposition on the part of men and women to recognize the unity of moral and social aims, and to justly value the work performed by other forces than the one in which they are interested themselves. There has been a kind of competition, which is detrimental to the best results in a community life.

Various factors that contribute to education in the community are to be considered, as the church, the home, the school, the public library, the newspaper, etc. These each have a work of their own which the others cannot do. At the same time, the best results depend upon the degree of co-operation that exists between these forces.

A mistake which the church has often made in arrogating to itself too much importance is to be noticed. The tendency on the part of the church to ignore the great function of public education as a Christianizing influence is to be deplored.

The union of the home and the school is of vast importance. Teachers and parents are mutually concerned in the education of the child. Each needs information and support from the other.

The good opinions and good wishes of all the people should go out toward the public schools because of what they are calculated to do in a democratic community. Two principles are to be emphasized: First, the importance of correlating educational forces, and second, the school should become the center for this correlation. Reference is made to Horace E. Scudder's plea for making the school-house the center.

Instances were cited of work accomplished by local organizations at Philadelphia, New York, Boston, and other cities. Mention is made of the work of the Twentieth Century club, of Boston, with its various committees working upon different social problems. The plans and purposes of the Brookline Educational Society were explained. Special mention was made of the meetings wherein practical educational problems concerning the home and the school were discussed, and also concerning the several committees which are appointed to investigate educational questions, not only for local ends, but also as social studies. Brookline's new bath-house was mentioned, and a description of its purposes given.

Various movements illustrative of the interest of citizens in the Brookline schools were mentioned.

The plan for high school extension, inaugurated by the head master of the Brookline high school was explained.

Co-operation is to be the watchword of the new century in all departments of human endeavor.

Educational workers need to become more conscious of the commanding importance of the school as a social factor, and use every endeavor in enlisting a sympathetic co-operation on the part of the people.

Relation of Teacher and Citizen.

The following is an outline of the discussion by Superintendent J. A. Shawan, of Columbus, Ohio:

"From the time that Eggleston's 'Hoosier's Schoolmaster' held his famous spelling-school in Hoopole township, Posey county, state of Indiana, to the present, the closest relationship has been maintained between the teacher and the citizen. All public entertainments of whatever kind, whether they were the spelling-school, the exhibition, the literary society, or the city entertainment, have recognized the close relationship between the school and the people.

"Public days properly observed may not only benefit the children, but may benefit all who attend them. Thus the schools become what they should be, centers of influence and inspiration for the entire community. A part of most programs should be devoted to the regular class work, so that citizens may know what the schools are doing. Many sensitive superintendents and teachers would like to free themselves from the galling influences of public criticism. It is true that the criticisms are often ill-humored and unjust, but as long as the schools belong to the public, such things must be expected and borne with as much patience as possible. They usually arise from a failure to know what the schools are actually doing. We must take the people into our confidence as fully as possible, and nothing helps more in this direction than to get them to visit the schools and see for themselves what is being attempted and done.

"There is such a thing as getting the schools too far away from the people. We may imitate the German school methods with great profit to our pupils, but the German system can never become the American system. Here the teacher must stand not as the representative of an arbitrary government, but as the representative of free institutions to which he and his patrons alike belong.

"I believe, however, that the hand of the law should be strong enough to protect the rights of every child who is to become an American citizen. If our institutions are to be preserved by the intelligence and moral training of the rising generation, then each child should be brought under the influence of the American teacher, whether his parent will it or not.

Letters.

Advancement in Florida.

Five years ago in all matters statistically reportable, Florida stood, educationally, lowest in the rank as compared with her sister states; while as regards those more vital concerns not representable in statistical tables, she was perhaps, even further behind.

The great mass of her public school teachers, except in a very few counties, were incompetent, unprogressive, unambitious and wofully deficient in scholarship. School offices were looked upon as the legitimate spoil of the political machine to be bestowed as best suited its purposes. Except in a few counties, the office of County Superintendent was a sinecure. Records were most badly kept, or not at all. Funds were inadequate and generally badly managed, or mismanaged, so that teachers were frequently paid in script that they were glad to dispose of at ruinous discounts. Each county was in most things a "law unto itself;" and there was nowhere any semblance of uniformity. In some counties there had not been a teachers' examination held for ten or fifteen years. Public interest, as well as public confidence, in public education was at low ebb.

But all this is changed; and to-day in nearly all that pertains to public education Florida stands foremost among the Southern, and is forging steadily and rapidly along in the close wake of the most progressive Eastern and Western, states. There has been indeed "a great awakening." Her people are now thoroughly aroused to the importance of public education. Her teachers, as a class, are wide-awake, ambitious, progressive, and well-informed. Her county systems have been brought into something like a healthy uniformity. Records and reports are now pretty generally accurately and systematically kept. School funds are everywhere in good shape and teachers are paid promptly and in cash. In short, Florida's condition educationally is very gratifying, and the outlook is even more promising than ever.

In view of the fact that within this period the state has been called upon to undergo so appalling a disaster as the freeze of '95 that swept as a besom of fire over the entire surface from the St. Mary's to the Perdido and from the Georgia line to the southern keys, this rapid advancement is remarkable, almost unprecedented. An explanation, however, is not far to seek. To some extent of course it was a part of the general educational advancement that has been going on in every section of the country; in part, too, it was without doubt the fruit of the eight years of earnest, faithful, patient labors of the former state superintendent, the late lamented Maj. Albert J. Russell. But while these and other causes have been remotely operative in bringing about the present very gratifying condition of our educational affairs, it is chiefly and directly due to the vigorous and decided policy of the present state superintendent, and to the reforms inaugurated and pushed to successful completion by him.

Hon. William N. Sheats, formerly county superintendent of Alachua county, re-elected to the state superintendency last year, came into office in January, 1893, confronted by the discouraging conditions above enumerated. Happily, however, his long service as county superintendent had made him more or less familiar with them. His experience had given him a

clear grasp at least of the principal needs and defects of the system, and, a born reformer, he began at once to map out and push with determined vigor a policy of thorough, not to say radical, reform.

His first step was to call a convention of county superintendents to discuss with them the needed reforms, enlist them in the work, and secure their co-operation. His next move was an attempt to free the schools from politics by taking the appointment of the county school boards out from under the control of the party machine, finally fully accomplished when by the legislature of 1893, the office was made elective by the people of the various counties.

His next, and the most important and decisive step yet, was the securing from the legislature that met the April following his inauguration, an act revoking all teachers' certificates then in force—some five hundred or so—and providing for a rigid and uniform system of examinations throughout the state.

It took but one or two examinations to convince the teachers that the law was actually in force, and would be executed to the letter. If Mr. Sheats was firm and decided in insisting on requisite preparation, he was just as zealous in seeking to place within the reach of the teachers the means of obtaining it. Before the adjournment of the legislature that passed the examination law, he had secured aid from the Peabody Fund, and early in July sent out educational experts, who, in connection with himself, held a week's institute in each of some thirty-odd out of the forty-five counties of the state, giving needed instruction to the teachers in the matter of study, professional and academic, explaining the intent and purpose of the new law, and working up a general educational sentiment among the people. Mr. Sheats visited every institute in person, encouraging the teachers, lecturing the people, and examining into the methods and work of the county superintendents.

In the following spring aid was again secured from the Peabody Fund, and with this supplemented by some \$1,500 contributed, after much earnest and patient solicitation, by the various county school boards, five summer schools of two months each were established in the different sections of the state. Nearly fifty per cent of the active teachers of the state, white and colored, were enrolled in these schools this year. The results were immediate and most gratifying. Having failed to secure an appropriation from the legislature that met in the mean time, the next summer he again appealed to the Agent of the Peabody Fund and to the counties, and with the money thus secured again established summer schools for two months, five in number this year also. And so last summer.

With the improvement of the teachers came of course improved schools; and with improvement in schools came longer terms and better salaries, came also increase in public appreciation and confidence. With only one or two exceptions, the counties of the state now levy the maximum—five mills—county school tax; while in many of them a number of the cities, towns, villages, and in some cases, country and school districts, have taken advantage of the sub-district plan to levy an additional three mills.

Mr. Sheats' first Biennial Report, 1895, a volume of some three hundred pages, made a splendid showing both for Florida and for the work of her active superintendent. In addition to the most complete set of statistical tables ever issued from the department, it contained a full, carefully prepared and exceedingly valuable history of the origin and development of the public school system of the state. In this report were a number of valuable recommendations, some of which were enacted into law by the legislature of that year,

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and others will doubtlessly commend themselves to the coming legislature that meets in April next.

Mr. Sheats' first administration was an active, vigorous and stormy one; experience has vindicated, however, the wisdom of every reform he set in operation. All opposition to the measures for which he had to fight so fiercely and heroically has been withdrawn, and the work of his present administration he has the confidence and the co-operation of all the educational forces of the state.

All reforms in education ultimately redound to the benefit of the teachers, and yet it is passing strange that educational reforms rarely meet with any opposition except from the teachers themselves, the final beneficiaries. The history of the educational movement in Florida furnishes no exception to the general proposition.

Jacksonville, Fla.

T. F. M.

Baroness von Buelow is Coming to America.

Baroness Bertha von Buelow, of Dresden, who represents the educational work of her aunt, the late Baroness von Marenholtz-Buelow, will come to America early in April, and will visit, at the invitation of representative educators and educational societies, the kindergarten work of our leading cities. As her plans now stand, she will spend a week in New York city, giving a lecture on the life and work of the Baroness von Marenholtz, under the auspices of the New York Kindergarten Association, which will also arrange other social entertainment. From New York the baroness will go to St. Louis, where she will address the Froebel Society on April 19, and at the invitation of Miss Wheelock, will attend the International Kindergarten Union sessions. From St. Louis she will go to Chicago for a week to address the kindergarten institute and visit the various kindergarten interests of the city. Among other points which will be included in her eight weeks' tour, are Toronto, Rochester, Grand Rapids, Duluth, Boston, and some ten intermediate points.

The Baroness von Buelow is acting superintendent of the free kindergarten work in Dresden, which was originally organized by Baroness von Marenholtz. The Dresden training school has enrolled during the present course 100 students, and the kindergartens accommodate from 700 to 800 children. A committee of sixteen representative women act as the managing body for the Kindergarten Association, and a faculty of twenty-seven teachers carry on the work.

In addition to the heavy responsibility of this work, the Baroness von Buelow has been occupied for two years in preparing a complete biography of her aunt, having responded to the many earnest requests for the same on the part of the educational workers of both continents. Having attended the Baroness von Marenholtz as close companion and later as fellow worker during the last twenty years of her life, and having received the mantle of her work upon her own shoulder, Bertha von Buelow-Wendhausen has produced a MS. well worthy of the life and work of one of Germany's greatest women. It has been our privilege to look over the biography, which is a MS. of a thousand typewritten pages, covering the early life history, as well as the later life work, of the Baroness von Marenholtz. The historic influences of the nineteenth century are recorded in a most interesting way between the lines which tell of her noble work, and the biography has much the same flavor as a historic novel.

Bertha von Buelow is herself a woman of great energy and well defined personality, who is known in the best circles of Europe. She writes: "I come to your country, not as a great speaker, neither as a great personage—but as an earnest woman with a message. I come in the name of my aunt, whose last request was that I should visit America and see in her place the great growth of the kindergarten work in that country."

Bertha von Buelow is anticipating her tour through the American cities with great interest, believing that she can bring much that will be of interest and value to kindergartners, as well as receive great inspiration to take back home to the Dresden work. The income from the lecture engagements which she has made, is to be put directly into the Dresden work which has been sustained for so long a time by the Baroness von Marenholtz. The publishing of the biography, as well as the entire income of same, is to serve as her memorial. The Baroness von Buelow is prepared to deliver her lectures in acceptable English.

Any kindergarten club or association wishing to correspond concerning the engagements of the Baroness von Buelow, should do so at once, addressing A. Hofer, Woman's Temple, Chicago, who is acting as correspondent for the Baroness von Buelow at her personal request.

Books.

A late volume of the Story of the Nations Series is the story of "British India," by R. W. Frazer, LL.B., lecturer in Telugu and Tamil University college. The rise of the British power in India is one of the most fascinating chapters in modern history. As a setting of this the author has narrated the early history of the commerce between the East and the West, leading up gradually to the times of Clive and Hastings. The book is illustrated by maps, half-tone portraits, etc. (G. P. Putnam's Sons, New York. \$1.50.)

The series of "American Orations," edited with introductions by the late Alexander Johnston and re-edited with historical and textual notes by Prof. James Albert Woodburn, of Indiana university, has just been completed by the publication of the fourth volume. There is no better way of becoming acquainted with the great questions that have agitated the minds of the people than by reading the speeches of the greatest statesmen. The historian may convey wrong impressions by giving only one side of the arguments, or the strongest arguments on one side and the weakest on the other. In these orations we have what men on both sides thought. The orations have been chosen with evident fairness, and disputed questions are argued by their strongest advocates. The fourth volume deals with the vital issues that have been discussed since the beginning of the civil war—the civil war and reconstruction, free trade and protection, and finance and civil service reform. Among the speakers quoted are Lincoln, Davis, Stephens, Breckinridge, Beecher, Pendleton, Clay, Hurd, Morrill, Blaine, Sherman, Curtis, Jones, Schurz, and others. The volumes are exceedingly desirable ones to have. (G. P. Putnam's Sons, New York. 12 mo., gilt tops, \$1.25 per volume.)

Those scientists who have been industriously digging about the sites of ancient cities and tombs, for a generation past, have discovered so many objects and writings that throw light on the past that it has necessitated a re-writing of ancient history. The student used to feel somewhat as if the study of these old peoples did not concern him much; now he is led to see the unity of history and of the race—the dependence of a modern history on all the past. Prof. Willis Broughton, of Ohio university, has gathered the latest information on this subject and presented it in a volume which he calls a "History of Ancient Peoples." The popular series known as the Story of the Nations Series was planned to place recently discovered historic matter before the general reader; yet there was a demand for a single volume bringing together all of this material in a form convenient for use in the class-room and the reading circle. The present volume is intended to supply that demand, and, in the making of it, the Story of the Nations Series was drawn upon without stint. The book deals with the old empires, but does not touch upon the history of Greece or Rome. It has many attractive illustrations and several valuable maps. (G. P. Putnam's Sons, New York. Cloth, \$1.50.)

The little volumes of the Students' Series of English Classics furnish a good basis for the study of Shakespeare's most popular plays. "As You Like it" is edited by Katharine Lee Bates, of Wellesley college. Her introduction, in which she gives the history of the play, and its sources, structure, and treatment, is an elaborate and scholarly essay. The giving of the textual, grammatical, and literary notes separately will prove a great convenience to the student. (Leach, Shewell & Sanborn, Boston. 35 cents.)

"The History, Story, and Characterization of Shakespeare's Henry VIII," is the title of a small pamphlet by J. A. Joseph, president of Central Normal college, Danville, Ind. A close analysis is made of the play and the characters. (Published by the author. 25 cents.)

When the specialist in any science or art can write about it from the point of view of the mere lover of it who is not a specialist, he is likely to produce work of more than ordinary value. Music is something that nearly everybody loves, but few understand. Henry Edward Krehbiel, a well known writer on musical subjects, has written a volume to which he gives the striking title of "How to Listen to Music." He believes with Scripture that there are those that have "eyes and see not, and ears and hear not." He seeks in plain, untechnical language to teach them how to hear. In the different chapters he considers musical elements, content and kinds of music, the modern orchestra, an orchestral concert, the opera, choirs, and choral music, and music, critic, and public. The theory and the practice of music, in these various fields, are expounded in clear terms. The book will do much toward the advancement of the art. (Chas. Scribner's Sons, New York. \$1.25.)

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Interesting Notes.

"The Sunday School Times," has announced an exceptionally attractive series of music articles for the current year. The first article appears in the issue of March 6. It is by Dudley Buck, Mus. Doc., who has been said to have given "the great impulse to American church music," and whose untiring labors have placed him among the foremost of living American composers. Later in the year the same paper will publish an article describing the history and character of one of the most famous organs in the world,—that at the cathedral at Lucerne, Switzerland, by its organist, F. J. Breitenbach. David Wood, the blind organist, will give his thoughts on "The Organ as an Interpreter of Sacred Music." Dr. Benson editor of the new "Presbyterian Hymnal," will attempt to answer the question, "What is the Standard of our Best Church Music?" "Music the Interpreter of Religious Emotion" is the interesting subject to be discussed by a Trinity college (Dublin) professor,—Dr. John H. Bernard. Professor Dr. W. W. Gilchrist—another prominent American composer—and Ira D. Sankey are among other contributors to this series.

The widespread interest in public affairs in this country is well illustrated by the large sale of the March issue of the "Atlantic," which contains John Fiske on the Arbitration Treaty and Woodrow Wilson on President Cleveland. The scholarly treatment of the subject by John Fiske makes the intricacies of this treaty wonderfully plain and shows it in all its broad significance. The recent inaugural ceremonies at Washington, closing the career of Mr. Cleveland as our chief magistrate, bring him more than ever before the public eye, and Mr. Wilson treats his career with judicial fairness and genuine enthusiasm.

The story of Grant's life as a farmer and business man in Missouri, after he had resigned from the army and before the civil war, will be related by Hamlin Garland in "McClure's Magazine" for April. A con-

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siderable part of it will be personal recollections of Grant by Mrs. Boggs, in whose house he lodged for a time and whose husband was his partner in the real estate business in St. Louis.

A series of manuscripts relating to the siege of Yorktown, including the diary of Count de Rochambeau, have been recently discovered and secured for publication by Dodd, Mead & Co. The map which accompanies the manuscripts is on a large scale and most beautifully drawn by an expert, no doubt one of the French engineers, and it seems probable that it was drawn to accompany official dispatches to the French government.

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article which John Hardwick contributes to the March "Chautauquan." Of general interest is Foster Coates' contribution, "Popular Amusements in New York," in which he tells the endless resources for amusement which the pleasure loving New Yorker enjoys.

Silver, Burdett & Co. have issued "Elements of Descriptive Astronomy." In addition to the valuable features of the text, the fine and numerous illustrations, many of which are reproductions from valuable photographs never before published, the colored cuts and the colored frontispiece, are all features of great beauty and great practical usefulness.

The new Congressional Library in Washington has been completed within the time limit, and at a cost of only 63 cents a cubic foot, including decorations. The cost of the gigantic municipal building in Philadelphia, which was begun in 1872 and is only now being completed, has already been \$1.6 a cubic foot. In the March "Century," the library is described by the librarian, A. R. Spofford, while William A. Coffin, the art critic, writes of the decorations. There are twenty-six illustrations in the two articles.

"Pioneers of Evolution," from Thales to Huxley, by Edward Clodd, is the title of a remarkable work which will be published shortly by D. Appleton & Co. This book attempts to tell the story of the origin of the evolution idea in the works of the ancient philosophers and its elaboration by Lucretius, its eclipse during the middle ages under the supremacy of ecclesiastical dogmas; and its renascence about A. D. 1600, under the influence of discovery and Lord Bacon's philosophy. It then shows how new conceptions of the earth's history were suggested by the study of geology, and of the history of life by biology. It narrates the building up of the doctrine of evolution by Spencer—who formulated the theory as a whole the year preceding the publication of the "Origin of Species"—Darwin, and Huxley. Reviewing the present condition of the question as to man and mind, it finally points out how the "Pioneers of Evolution" have led us "by ways undreamed of at the start to a goal undreamed of by the earliest of them."

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The Fern-Collector's Handbook and Herbarium, by Miss S. F. Price, is announced for speedy publication by Messrs. Henry Holt & Co. Notwithstanding its title, it is a popular work, for those who may have no previous knowledge of botany. There are seventy-two large plates, most of them life-size, from which it is easy to identify any ferns that one may find. The same house will also issue the second and concluding volume of "Litterature Francaise," by Prof. E. Aubert, of the New York Normal college. This volume is chiefly composed of extracts from the greatest French writers of the eighteenth and nineteenth centuries. Brief biographical notices in French are also included.

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The Inauguration number of "Harper's Weekly," dated March 13, 1897 contains forty-four pages, including the ornamental cover. Its articles on President McKinley's inauguration are by leading writers and superbly illustrated.

"The Organization of these City School Boards" is the subject of a leading article by James C. Boykin in the March "Educational Review." Buffalo with no school board, and Cleveland with its dictator superintendent are among our striking peculiarities. Other articles in the March number are "American Students and the Scottish Universities," by R. M. Wenley; "The Peabody Education Fund," by J. L. M. Curry; "The Sentence-Diagram," by Gertrude Buck; "The Throat of the Child," by Henry J. Mulford; "An Interview with the Shade of Socrates," by William Hawley Smith, and "A Normal School in France."

L. B. Grandy, M. D., Demonstrator of Anatomy and Microscopy, Southern Medical college, Atlanta, Ga., says:—"Antikamnia has given me the most happy results in the headaches and other disagreeable head symptoms that have accompanied the late catarrhal troubles prevailing in this section. In my practice it is now the remedy for the headache and neuralgia, some cases yielding to it which had heretofore resisted everything else except morphine. I usually begin with ten-grain dose, and then give five grains every fifteen minutes until relief is obtained. A refreshing sleep is often reproduced. There seem to be no disagreeable after-effects."

Losses in the War.

General Horace Porter, in his "Campaigning With Grant" in "The Century," carries the narrative in the March number through the Cold Harbor campaign. General Porter says: While at the mess-table taking our last meal before starting upon the march to the James on the evening of the 12th, the conversation turned upon the losses which had occurred and the reinforcements which had been received up to that time. The figures then known did not differ much from those contained in the accurate official reports afterward compiled. From the opening of the campaign, May 4, to the movement across the James, June 12, the total casualties in the Army of the Potomac, including Sheridan's cavalry and Burnside's command, has been: killed 7,621; wounded 38,339; captured or missing 8,966; total 54,926. The services of all the men included in these figures were not, however, permanently lost to the army. A number of them were prisoners who were afterward exchanged, and many had been only slightly wounded, and were soon ready for duty again. Some were doubtless counted more than once, as a soldier who was wounded in a battle twice, and afterward killed, may have been counted three times in making up the list of casualties, whereas the army had really lost but one man. The losses of the enemy have never been ascertained.

All the reinforcements organized in the North and reported as on their way to the front did not reach us. There was a good deal of truth in the remark reported to have been made by Mr. Lincoln: "We get a large body of reinforcements together, and start them to the front; but after deducting the sick, the deserters, the stragglers, and the discharged, the numbers seriously diminish by the time they reach their destination. It's like trying to shovel fleas across a barnyard; you don't get 'em all there."

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